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DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

ANNUAL REPORT OF THE GENERAL SUPERINTENDENT OF EDUCATION

SEPTEMBER, 1904

MANILA
BUREAU OF PUBLIC PRINTING
1904

27397

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BUREAU OF EDUCATION

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Philippine Is. Bur. of Education

SEPTEMBER, 1904

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ANNUAL REPORT OF THE GENERAL SUPERINTENDENT OF EDUCATION.

MANILA, *September 15, 1904.*

SIR: I have the honor to submit herewith the fourth annual report of the General Superintendent of Education for the Philippine Islands, covering the period from September 15, 1903, to September 15, 1904.

The work of the past year has effected a more perfect and uniform organization of schools and offices, with a closer relationship between the office of the General Superintendent and those of the division superintendents. A better understanding has been gained by the central office of the needs of the different fields and a greater economy practiced in the assignment of teachers. Reliable statistics have been secured relative to public instruction in the Philippines through a careful system of school reports. What follows is largely a presentation of these statistics, which are believed to be as exact as careful reports from teachers and superintendents can secure.

PUBLIC EXPENDITURES FOR THE SCHOOLS.

As is well understood, the Philippine Government made prompt provision for the establishment of schools in the Islands. Some criticism has been made on the ground that a disproportionate amount of the public revenue has been devoted to public instruction rather than to more material benefits to the population. An examination of the actual expenditures by the Insular Government does not appear, however, to warrant this criticism. Commencing July 1, 1901, a date prior to the arrival of any considerable number of teachers from the United States, and prior also to the organization of the school work in the provinces, down to July 1, 1904, there have been actually expended out of the Insular funds appropriated by the Philippine Commission $3,839,040, or $1,279,680 a year.

The total of money expended by the Insular Government for all purposes since 1901 is as follows:

1901	[1]$6,100,453.57
1902	[1]7,657,002.85
1903	[1]10,609,186.13
1904	[2]11,152,139.19

[1] Reports of the Insular Auditor: 1901, page 121; 1902, page 58; 1903, page 90.

[2] The last figure as obtained from the Insular Auditor in advance of the publication of report.

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The amounts expended by the Insular Government for the Bureau of Education in these four fiscal years have been as follows:

1901	$233,411
1902	1,194,381
1903	1,400,563
1904	1,244,096

It may be seen from this table that the maximum amount of money expended for the Bureau of Education was in the year 1903. In the past year the work of the Bureau has been conducted with the reduced expense of $156,467. In the year 1902 the expense for the Bureau of Education amounted to 16 per cent of the total expenditures of the Government, in 1903 to 13.5 per cent, and in 1904 to 11.2 per cent. It is thus seen that the proportion of money spent for the Bureau of Education has been continually decreasing for the last three years when compared with the total disbursements of the Philippine Government. This retrenchment of expenditure, both in actual amount and in proportion to the total expenses of the Government, has been carried out in spite of the fact that each year has shown a large gain in the amount of school work done. Considering the great necessity for public instruction, the ambition of the people of all classes to receive it, and the very considerable influence that the public schools have had in creating satisfaction with the American Government, the total amount of money expended for the purpose of education would appear to be neither extravagant nor disproportionate. It is by no means as liberal a provision for public education as is frequently supposed and falls far behind that made by the Governments of Cuba, Porto Rico, or Japan.[1]

Of the total amount expended for public instruction since July, 1901 ($3,839,040), about two-thirds has been expended for the salaries of American teachers and superintendents. About $890,000 has been spent for schoolbooks and school supplies. In the last year these supplies have included a considerable amount of carpentry tools, iron-working

[1] Japan, with a population approximately 50,000,000—less than seven times that of the Philippines—expended, in 1901, $21,292,097 on public instruction, or more than sixteen times the amount expended in the Philippines in 1904. (Résumé Statistique del Empire de Japon, Tokio. 1904.)

Cuba, in the fiscal year of 1899, expended $4,000,000 upon public instruction, having at that time 3,000 public schools, with 3,500 teachers and a student attendance of 130.000. (The attendance in the Philippines is close to 300,000; and expenditures for public instruction, as stated, less than $1,250,000 on the part of the Insular Government and about $500.000 out of local funds.) (Report on the Census of Cuba, War Department, Washington, 1899, p. 584 et seq.)

Porto Rico in 1902, fiscal year, had a total school attendance of 61,863, the disbursements for this purpose being $505,000, a little more than one-fourth of the entire government revenue. (Report of Commissioner of Education, Washington, 1903, vol. 2, p. 1205.)

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tools, agricultural implements, and wood and iron working machinery for the establishment of agricultural and tool work in the different school divisions.

The appropriation by the Insular Government for the Bureau of Education for the fiscal year 1904–5, provides for public instruction in the sum of ₱2,417,450, distributed in the following items:

Salary of General Superintendent and office force	₱82,973.32
Salary of 31 division superintendents	122,400.00
Salary of 29 clerks to division superintendents	42,120.00
Salary of 861 American teachers	[1]1,648,342.68
Salary of 300 night school-teachers	105,300.00
Salary of 294 native teachers	189,600.00
Salary of 32 native teachers for Abra	5,184.00
Salary of other employees	4,080.00
Transportation	24,400.00
School supplies	170,400.00
Other contingent expenses	22,650.00

These items indicate the share of public-school maintenance which is borne by the Bureau of Education. The expenses for the salaries of municipal primary teachers, the erection and repair of schoolhouses, and the purchase or manufacture of school furniture are borne by the municipalities and are paid for in part by appropriations made by the municipal councils out of the general municipal funds. It has proven very difficult to secure reliable statistics as to the amounts so expended by the 660 organized Christian municipalities in the Islands. Fairly accurate reports have been made by 30 of the provinces, but, except for salaries of teachers, data could not be obtained for Albay, Isabela, Samar, and Misamis. The Moro Province is separately administered and is not included.

The total amount expended by municipalities for schools in the Christian provinces, and in the case of Albay, Isabela, Samar, and Misamis including only teachers' salaries, was ₱1,016,303.93. Of this amount the city of Manila expended ₱325,545.44, or 32 per cent of the total. Cebu leads the provinces with a total of ₱60,367, an average of ₱1,504 to each of its 40 pueblos; the next is Pangasinan, with ₱43,207 from 32 municipalities; Tayabas, ₱38,690 from 25 municipalities; and Iloilo, ₱30,767 from 17 municipalities. The average for the 30 provinces reporting in full was ₱20,201.11. This expenditure provided by local taxation outside of the city of Manila amounts to an average of 10.2 cents per inhabitant—an exceedingly moderate school tax in comparison with other countries and peoples with less resources than the Philippines.

[1]The full amount of money for this number of teachers was not appropriated by reason of the considerable saving that it is anticipated will occur this year on account of lapses.

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Out of the total amount appropriated for the support of schools, the city of Manila expended ₱273,952.15 or 84 per cent of its total for teachers' salaries, ₱46,115.63 or 14 per cent for the rental of school buildings, and ₱5,477.66 or 2 per cent for all other expenses. The provinces outside of Manila spent for teachers' salaries ₱469,280.05 or 68 per cent of their total; ₱128,014.10 or 19 per cent for the construction, repairs, and rental of schools; and ₱93,464.34 or 13 per cent for incidental expenses. It will thus be seen that the great proportion of school funds is necessarily utilized for the payment of teachers and only a comparatively small amount is available for permanent school improvements in the way of new buildings and additional furniture.

Delays in the collection of the land tax and in the accounting for municipal school funds resulted in undischarged obligations in 18 of the 29 provinces reporting, which aggregate ₱28,799.01. The provinces with municipalities most deeply in debt and with consequent greatest arrears in teachers' salaries are Iloilo, with a total of ₱4,283.64; Occidental Negros, with ₱3,603.99; Batangas, ₱2,330; Antique, ₱1,798; Zambales, ₱1,911; Sorsogon, ₱1,823; Oriental Negros, ₱1,677; Ilocos Norte, ₱1,650; Pangasinan, ₱1,570; and Cebu, ₱1,318. Filipino teachers in these cases were obliged to wait several months for the settlement of salaries due them. Since the first of the year, however, the condition of municipal school finances has been constantly improving and these delays will probably not occur another year.

A year ago there were serious complaints of the diversion of school funds; but by an understanding between the division superintendents and the provincial treasurers, which has received the approval of the Insular Treasurer, school funds are now disbursed only upon the approval of the division superintendent. This makes impossible the waste, misappropriation, and loss which a year ago was a most serious handicap to the school work. The results of this change which has been brought about will tell very materially upon the amount of local school funds available for this coming year. Not only will it make it possible to hire a somewhat larger number of teachers but these teachers will receive far more promptly the salary due them each month.

In addition to the school expenditures by the municipalities the provincial boards in 33 provinces have made provision, by appropriation out of provincial funds, for the establishment of provincial high schools. The appropriations have, in the majority of cases, been very moderate and in most cases limited to the payment of rental for buildings, janitor service, and incidentals. The salaries of all American teachers and all educational equipment for these provincial high schools, which includes not only blackboards, text-books, expendable school supplies but also tools and, in a few cases, machinery, have been supplied by the Bureau of Education. In a number of cases, as will be subsequently indicated, the provinces have incurred or are incurring very considerable

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obligations for the erection of buildings for the provincial schools. The division of expenditures thus outlined between the Bureau of Education and the provincial boards for the maintenance of these institutions has proved practicable and will probably be continued for some years, although the law (par. (*n*), sec. 1, Act No. 372) contemplates that in the end the provinces will meet all expenses for their high schools out of their own revenues unaided by the Insular Government.

PRIMARY INSTRUCTION.

Education under the American Government commenced with primary instruction. At the present time, after three years of organized effort, the instruction continues to be almost entirely primary. The aim has been and still is to place the elements of an English education within the reach of children of every social class in every municipality and every hamlet of the Archipelago. The reasons for pursuing such a policy as this were sufficiently set forth in the report of the General Superintendent a year ago and do not need to be recapitulatd here. The aim sought is still sufficiently remote, although great progress toward that end has been made in the past twelve months.

During the past year a course of study has been prescribed for these primary schools by the General Superintendent. It covers but three years of instruction, which include three in the English language, two in arithmetic, prefaced in the first year by easy number work, and one year in elementary geography. In addition to these subjects provision is also made for singing and drawing, for both of which the Filipino has unusual endowment; for handiwork, consisting of school gardening and simple tool work for the boys, sewing and elementary housekeeping for the girls; for physical exercise; and for the training of character. These three years of primary instruction must necessarily appear meager and inadequate to most educators. It should be understood, however, that the primary course of three years does not lead directly to the various secondary courses which are offered at the provincial high schools. An intermediate course of three years is taught in all high schools and at many of the larger municipal schools, the plan being to have the central municipal schools ultimately devote their attention to this intermediate course and to have all primary work done in the barrio schools, which will be located in every one of the hamlets of which a Philippine pueblo or municipality is composed.

The main reason for making the primary course so brief is the need for a plan of study, fairly complete though very simple, which can be taught wholly by Filipino teachers and which, within a reasonable time, can be given to all. In fixing upon so brief and simple a course, consideration was also given to the following circumstances:

The training and attainments of the Filipino teachers are very limited. Few of them have had more than three years of instruction

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in English and many of these had no previous education. Some years must pass during which the Filipino teacher will continue to receive constant training and assistance before he will be competent to give more than the three years of teaching which have been prescribed. It is certain that the primary teaching can not be done by American teachers. So far as this branch of instruction is concerned, the American teacher at the present time is wholly occupied with the work of organization and supervision and the Filipino teachers are doing the actual work of the class rooms.

The total number of children in the Philippines between the ages of 6 and 14 is reckoned at 1,200,000. The primary course aims to give the bare essentials of a primary education, and it aims to give this to every child between the ages of 6 and 14. These age limits, however, allow for a period of nine years in which to give three years of instruction and permit us to divide the total number of children of school age by three when we come to fix upon the measure of equipment necessary to meet the ends in view; that is, if there are sufficient schoolhouses, school-teachers, school furniture, and schoolbooks to give continuous instruction to 400,000 children, it will be possible to give every child three years of primary instruction during the nine years between 6 and 14. The attendance of 400,000 children in the primary schools is the standard toward which the Bureau of Education is aiming; and if it can reach this standard and maintain it for a period of ten years, there will be, broadly speaking, no illiterate youth among the Filipino people, but the entire coming generation will be able to speak, read, and write the English language with a fair degree of accuracy and fluency; will be able to make ordinary arithmetical calculations, including those operations which are used in ordinary business; will have a fair knowledge of the geography of the Philippines and of the continents and countries of the world; and, it is believed, will have received a very beneficial influence upon their characters during the formative period. Judging from an experience with Filipino pupils extending over the period of the last four years, this amount of public education, limited as it appears, will produce an effect upon the Filipino people surpassing any previous experience of this race, with the exception of its conversion to Christianity.

The past year has shown a notable advance toward the attainment of this standard of primary instruction. In the month of September, 1903, a very close approximation of the public-school enrollment was made by the division superintendents, amounting to 182,202 pupils for the whole Archipelago, about 6,000 of these being of intermediate grade. At the close of the school year last March this figure had risen to 227,600. The school returns for the month of July, 1904, showed that 263,974 were actually enrolled. In considering this last enrollment report, it should be noted that at the time it was made the schools had just opened after

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the long vacation; it was during the rainy season and the time of rice planting, in which many children are necessarily employed. Reports subsequent to the 1st of August have not been received in full, but from those provinces from which returns are in there is in every case a still larger gain, and the probability is that when the drier and cooler months of October and November come, and the labor of the children is no longer necessary in cultivation, the total number in primary schools will reach 300,000 of both sexes.

This increase in public-school attendance of the past twelve months is due very largely to the spontaneous growth of interest in public instruction among Filipinos of all classes. The American schools passed the experimental stage over a year ago. The American teachers have fully won their place in the confidence and affection of the native population. The period of war with its enmities, suspicions, and social disorganization is past, and the time is ripe for meeting without hindrance the ambitious desires of the entire Filipino race for American education. To meet the increased demand for schools during the past year, a system of school districts has been organized, each in charge of an American supervising teacher. These districts usually embrace a single municipality, but in some cases, owing to the limited number of American teachers, they include two or three. The population of a district varies from 5,000 and 6,000 to as many as 40,000 souls. Some of the largest of these districts, with the number of American teachers in charge are indicated below:

Province.	District.	Population.	American teachers.	Enrollment in the primary schools.
Ilocos Norte	Batac	23,539	2	3,975
Do	Dingras	15,792	1	1,188
Do	Bacarra Vintar	24,051	2	1,874
Cavite	Noveleta, Rosario, and Cavite Viejo	15,058	1	1,044
Pangasinan	Asingan	12,911	1	1,184
Do	Calasiao	16,539	1	1,093
Do	Manaoag	16,793	1	1,072
Tarlac	Camiling	25,243	2	2,084
Cebu	Dumanjug	18,374	2	1,255
Ilocos Sur	Narvacan	19,575	1	1,293
Do	Candon	18,829	2	1,200
Rizal	Malabon	31,824	2	1,450
Ilocos Norte	Laoag	45,334	4	3,712
Laguna	San Pablo	22,612	2	1,265

These districts supervisors spend the greater portion of their time in riding about from barrio to barrio, organizing the small hamlet schools, and, after they are once organized, visiting them regularly and assisting the native teacher in his work of instruction. Wherever possible, at least once a day all the Filipino teachers gather at the central schoolhouse for an hour or an hour and a half of instruction under the American teacher. This supervising work has proven exceedingly arduous. It calls for high qualities of endurance and courage, but it has met a

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magnificent response from the American teachers in all parts of the Islands. It has proved to be the only method whereby instruction could be given to the masses of the population.

The force of the Bureau of Education is inadequate at the present time to meet this rapidly growing attendance. It has not been possible to supply all municipalities with public instruction. Out of the 660 organized municipalities in the Islands there are 31 in which there are no public schools, properly speaking, and for which American teachers can not be spared even in the capacity of supervisors. An additional reason for the lack of public schools in these towns is the paucity of local school funds. The towns without public schools for the above reasons are shown below:

Albay: Bagamanoc, Calolbon, Caramoan, Jovellar, Pandan, Payo.
Ambos Camarines: Capalanga, Gainza, Lupi, Siruma.
Capiz: Busuanga.
Isabela: Santo Tomas.
Misamis: Jimenez.
Samar: Almagro, Oquendo, Oras, Santa Nino.
Sorsogon: Bonsul, Castilla, Irosin, Matnog, Pilar, Santa Magdalena.
Surigao: Bislig, La Paz, Lianga, Nonoc, Sapao, Talacogon, Veruela.
Tayabas: Baler.

The lack of organized public schools in the Provinces of Albay and Sorsogon, which two provinces constitute the second division of schools, is due to the limited number of American teachers now in the service. It is believed that a sufficient number of new American teachers may be assigned from those now under appointment in the United States to perfect the school organization of these two provinces and give every municipality public instruction. The same explanation applies to the four municipalities which are without public instruction in the Province of Ambos Camarines.

The division superintendent of Cagayan and Isabela reports that a schoolhouse in Santo Tomas, Isabela, is under construction and a school will be opened within a month. The paucity of school funds has prevented the establishment of a school at Jimenez, Misamis.

Schools to have been opened in the four municipalities of Samar which are now without schools, but the recent activity of "pulijanes," with consequent military operations, have delayed the sending of American teachers. As soon as these conditions pass, four American teachers will be assigned for the organization of work in these municipalities.

The division superintendent of Surigao reports that of the seven municipalities in that province at present without schools, La Paz, Lianga, Sapao, and Talacogon will have public schools organized during the current month of September. In Bislig schools will be opened in October; while Nonoc and Veruela, the latter a small town near the head waters of the Agusan River, still await public instruction.

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In Tayabas the town of Baler is at the present time without schools. It has had public instruction in the past, and it will probably be possible to reopen schools in that municipality again within a short time.

For the administration of public instruction in the 629 municipalities where schools are organized and in which, as stated above, there are over a quarter of a million children in attendance, the Bureau of Education has (September 15) a force of 700 American teachers regularly employed and on duty and 49 American teachers who are temporary appointees. There are 47 teachers on leave in the United States whose early return is expected and 40 more under appointment who have not yet reached the Philippines. There are 294 Filipino teachers appointed as a result of civil-service examination and paid by the Bureau of Education, and, in addition, 3,195 [1] Filipino teachers appointed by division superintendents and paid out of local municipal funds. For the Filipino teachers actually engaged in class-room instruction there is an average of over 70 pupils to the teacher, an unfortunately large number when other conditions are excellent and especially so when the poor housing, inadequate school furniture, and the still limited training of the Filipino teacher are taken into consideration.

The local school funds promise to be augmented to a considerable amount during the coming year by the 5 per cent of the total amount raised by the new Internal Revenue Law (Act No. 1189) passed July 2, 1904, which is to be allowed for municipal school expenses. Upon advice received from the Collector of Internal Revenue, upon the basis of the partial data in hand, the following table has been compiled, which shows the estimated amount of revenue for each province for public schools which will be derived from the operation of this new act:

Estimated revenue for school purposes to be derived from Internal Revenue Act.

Province.	Population.	Estimated income for educational purposes from Internal Revenue Act.
Abra	51,680	₱2,584.00
Albay	240,326	12,016.30
Ambos Camarines	239,405	11,970.25
Antique	134,166	6,708.30
Bataan	46,787	2,339.35
Batangas	257,715	12,885.75
Bohol	269,223	13,461.15
Bulacan	223,742	11,187.10
Cagayan	156,239	7,811.95
Capiz	230,721	11,536.05
Cavite	134,779	6,738.95
Cebu	653,727	32,686.35
Ilocos Norte	178,995	8,949.75

[1] There are also 16 Christian teachers for the Ilocano towns of Abra and 16 teachers for the Tinguian towns of Abra paid by the Bureau of Education. This number does not include 56 teachers in Moro Province and 7 in Lepanto-Bontoc.

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Estimated revenue for school purposes, etc.—Continued.

Province.	Population.	Estimated income for educational purposes from Internal Revenue Act.
Ilocos Sur	187,411	₱9,570.55
Iloilo	410,315	20,515.75
Isabela	76,431	3,821.55
Laguna	148,606	7,430.30
Leyte	388,922	19,446.10
Manila	219,928	10,996.40
Masbate	43,675	2,183.75
Mindoro	39,582	1,979.10
Negros Occidental	308,272	15,413.60
Negros Oriental	201,494	10,074.70
Nueva Ecija	134,147	6,707.35
Nueva Vizcaya	62,541	3,127.05
Pampanga	223,754	11,187.70
Pangasinan	397,902	19,895.10
Paragua	35,696	1,784.80
Rizal	150,923	7,546.15
Romblon	52,848	2,642.40
Samar	266,237	13,311.85
Sorsogon	120,495	6,024.75
Surigao	115,112	5,755.60
Tarlac	135,107	6,755.35
Tayabas	204,739	10,236.95
Union	137,839	6,891.95
Zambales	104,549	5,227.45
Total	6,984,030	349,211.50

This estimate gives a total addition to the educational funds of about ₱350,000. This sum, if laid out in salaries of municipal teachers, allowing ₱20 per month to a teacher, which is about the average salary paid in the Archipelago, would provide about 1,420 additional Filipino teachers. With the promised increase to school funds derived from the land tax and from other municipal appropriations, there will be possible a larger expenditure for school-teachers, so that it is anticipated that by the coming month of January 5,000 Filipino teachers may be employed. This, on the basis of 60 pupils to a teacher, would allow for suitable instruction of the 300,000 children whom it is expected will present themselves for public instruction by the beginning of another calendar year. A great difficulty, however, will be in finding the additional 1,500 young men and women with sufficient experience and maturity to enable them to give even the primary instruction outlined above. In only a few of the divisions has the number of young people available for appointment as teachers kept pace with the demand. It must be remembered that the great majority of municipal teachers at the present time, and the only class from whom the future teachers can be appointed, are those who have been acquiring English and experience in the conduct of schools in the six years that have elapsed since the American occupation of these Islands. This normal training of teachers has been the point most emphasized in the work of the Bureau of Education from the very beginning, and the fact that we have as a result 3,500 instructors of good capability is a signal justification of this policy.

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THE FILIPINO TEACHER.

The number of teachers employed in the public schools of the Philippine Islands at the end of Spanish rule, according to the "Guia de Filipinas" for 1898, was 2,167, including both men and women. This figure appears to be a purely formal estimate of the Spanish Government. It is identical for each year from 1895 to 1898, and was evidently based upon the fact that the Spanish plan contemplated a "maestro" and a "maestra" for each of the thousand or more pueblos. Nevertheless this plan was actually almost realized, and this figure must be approximately accurate. The education possessed by these teachers, with very few exceptions, was almost without any value under the system of public instruction introduced with American occupation. Many of them also were past middle life and naturally found extreme difficulty in acquiring a new tongue and radically changing the methods of instruction. The present number of teachers derived from the class who were teaching the Spanish schools at the time of the American occupation is very small.

The great majority of Filipino teachers have received most of their education and all their training as teachers from American instructors. In the beginning the process of making Filipino teachers was exceedingly radical. Bright, intelligent young men and women were selected and organized in a teachers' class. Many of them, after only a few months of English instruction, commenced teaching their pupils with an English chart and an English primer. Not only were they entirely ignorant of English in the beginning, but their knowledge of the fundamental subjects of arithmetic, geography, and history was also very small. In their own instruction by the American teacher they could be kept but little in advance of the pupils in their classes. Frequently the teacher taught one week what he himself had acquired only the week preceding. Such a system of instruction, to be of any value at all, naturally had to be accompanied by the constant assistance, supervision, and instruction of the American teacher. Surprising to say, the Filipino teacher under this method has made progress far in advance of anything that could have been anticipated. Many of those now employed are very fair instructors in the subjects falling within the primary course. They have developed well as disciplinarians. School rooms in charge of Filipino teachers are now almost invariably quiet and well ordered. The daily program is carried through on time and successfully. What perhaps is more gratifying than anything else, is the reliability and fidelity they show to their work and their increasing professional pride.

In addition to the daily instruction given by the resident American teacher, the teachers of each province or school division have been gathered together at least once a year for a period of from four to eight weeks in a normal institute. These institutes, the first of which was held in Manila in April and May, 1901, have been productive of excellent

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results. Instruction has followed not only the ordinary branches, English, arithmetic, geography, history, civics, and science studies, but a large amount of emphasis has been put upon methods. The simplest matters of class and school organization and conduct had to be explained and illustrated. The method of presenting the subject, teaching with the use of objects, the conduct of English conversation, etc., have been explained with great care and the teachers drilled in these methods. The result has been that the Filipino teachers have left these institutes with new conceptions of school management and of teaching, with great enthusiasm, and with the assured feeling that the Government was seeking to raise their efficiency and value. Each year the results have told in raising the quality of primary instruction.

Primary instruction, with the exception of a very few schools, is now conducted entirely in the English language. More than this, the conversation of the class room is in English. The Filipino teacher has been carefully instructed to address even the smallest pupil in short English sentences, discarding almost entirely the use of the native dialect from the beginning, in order to familiarize the child immediately with spoken English. Under these conditions the Filipino child, who is an exceedingly apt learner and possesses natural ability in the acquisition of languages, is making progress that is almost marvelous. The American supervising teacher spends only a few minutes a week in the class and at this time is occupied very largely with the correction of errors of grammar and mistakes of pronunciation, or in the method of presentation by the teacher, but in spite of this fact the little boys and girls who have received instruction practically only from a Filipino teacher have acquired a correct pronunciation of English and are able to speak with fair regard to grammatical rules. This result will be hardly credited by those who have not themselves had the opportunity to study the progress of this teaching on the ground.

The normal institutes held this last year exceeded in value those of any previous year. They were held in 32 provinces, the average duration being about five and one-half weeks. Service in conducting these vacation institutes was required for one month of all American teachers. Hence the institutes of 1904 were supported by almost the entire teaching strength of the Bureau. Sessions usually continued throughout the day. They were attended not only by the regularly appointed teachers but by large numbers of young people who were seeking appointment. This class of students is know as "aspirantes." It is largely from them, in the lack of graduates of the Normal School, that appointments to the position of teacher are made. As stated above, however, the number of qualified native teachers is by no means equal to the demand. Other branches of the Insular service are usually better paid and excellent teachers are lost each year by their transfer to clerkships or other positions. At the same time it is noticeable that teachers remain in the

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teaching profession in spite of higher inducements elsewhere by reason of their interest in the work and the belief that in the service of teaching they are receiving benefits in the way of instruction which would not be so great in other branches of the service.

The greater number of the Filipino teachers are men, there being 2,080 men and 1,054 women. The service is open to both sexes, however, on identical terms, and in many provinces the women teachers receive an average larger salary than the men. The average salary of Filipino teachers in the Archipelago is ₱20.61 per month for twelve months to the year. It is nearly the same for men (₱20.76) and for women (₱20.99). The following table shows the number, sex, and salary of Filipino teachers in each province:[1]

Province.	Filipino teachers.			Average salary.			Amount expended for salaries.		
	Male.	Female.	Total.	Male.	Female.	Average.	Male.	Female.	Total.
Manila	105	62	167	₱72.67	₱70.16	₱71.99	₱91,324.20	₱52,542.80	₱143,867.00
Albay	30	24	54	29.17	28.12	28.17	10,301.20	8,296.80	18,598.00
Sorsogon	16	9	25	29.37	30.55	29.80	6,358.04	1,581.96	8,940.00
Camarines	45	35	80	22.67	20.43	21.70	13,441.80	6,390.20	20,832.00
Batangas	68	31	99	22.53	20.10	21.77	18,384.48	7,478.50	25,863.00
Bohol	76	53	129	8.78	8.02	8.46	8,007.36	5,100.64	13,108.00
Bulacan	77	43	120	24.66	22.91	24.03	22,785.84	11,817.16	34,603.00
Cagayan	54	40	94	18.31	14.75	16.85	11,860.88	7,141.12	19,002.00
Isabela	19	10	29	21.05	14.40	18.76	3,799.40	1,728.60	5,528.00
Capiz	37	7	44	19.62	22.14	20.02	7,511.24	1,859.76	9,371.00
Cavite	55	29	84	22.76	20.58	22.01	15,024.16	7,161.84	22,186.00
Cebu	115	74	189	11.21	11.78	11.43	15,469.80	10,460.20	25,930.00
Ilocos Norte	71	29	100	11.74	12.36	11.91	10,000.48	4,305.52	14,306.00
Ilocos Sur	108	61	169	14.13	14.18	14.15	18,312.48	10,383.52	28,696.00
Abra	6	9	15	13.00	10.89	11.73	936.00	1,175.00	2,111.00
Iloilo	105	61	166	17.41	14.75	16.42	17,936.60	14,772.40	32,709.00
Laguna	108	54	162	23.06	23.41	23.20	29,885.76	15,217.24	29,885.00
Antique	26	15	41	11.50	10.18	11.24	3,588.00	1,942.00	5,530.00
Union	34	12	46	16.53	18.25	16.98	6,744.24	2,627.76	9,372.00
Leyte	63	33	96	21.30	18.36	20.29	16,102.80	7,271.20	23,374.00
Masbate	20	9	29	13.00	17.22	14.31	3,120.00	1,770.00	4,890.00
Samar	23	14	37	15.35	15.71	15.49	4,236.60	2,639.40	6,876.00
Misamis	78	39	117	20.00	20.00	20.00	9,360.00	18,720.00	28,080.00
Nueva Ecija	53	9	62	18.78	15.00	18.17	12,064.08	1,499.92	13,564.00
Nueva Vizcaya	17	13	30	12.29	10.69	11.60	2,507.16	1,674.84	4,182.00
Negros Occidental	81	25	106	18.22	17.88	18.14	17,709.84	5,364.16	23,074.00
Negros Oriental	89	41	130	11.07	8.26	10.19	11,822.76	4,073.24	15,896.00
Pampanga	80	30	110	24.93	23.63	24.57	23,932.80	8,499.20	32,432.00
Bataan	13	3	16	25.00	25.00	25.00	3,900.00	900.00	4,800.00
Pangasinan	110	33	143	17.72	18.92	18.00	23,390.40	6,497.60	30,888.00
Rizal	61	46	107	28.03	23.59	26.13	20,521.56	13,029.44	33,551.00
Romblon	19	10	29	16.66	15.80	16.37	3,798.48	1,898.52	5,697.00
Surigao	36	23	59	14.00	9.00	12.00	6,048.00	2,449.00	8,496.00
Tarlac	46	5	51	19.15	16.60	18.90	10,571.00	996.00	11,567.00
Tayabas	64	41	105	26.17	25.73	26.00	20,098.56	12,661.44	32,760.00
Zambales	39	8	47	9.92	11.37	10.17	4,642.06	1,092.94	5,735.00
Mindoro	29	10	39	16.04	17.50	16.41	5,980.00	2,100.00	8,080.00
Paragua	4	4	8	7.50	7.75	7.62	360.00	372.00	732.00
Total or average	2,080	1,054	3,134	20.76	20.99	20.61	511,838.06	265,490.94	777,329.00

As shown by this table, the average salary for a native teacher is highest in the city of Manila, where it amounts to ₱72.67 per month for men teachers and ₱70.16 for women teachers; and it is lowest in Paragua, where it amounts to ₱7.50 for the men and ₱7.75 for the women. It is also very low in Bohol, ₱7.87 for the men and ₱8.02 for the women; in

[1] This table was compiled August 1, 1904, the total number on which date was 3,134, sixty-one additional teachers having since been appointed.

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Zambales, ₱9.92 for men and ₱11.37 for women; and in Oriental Negros, where it is ₱11.07 for the men and ₱8.26 for the women.

The province paying most for teachers after the city of Manila is Sorsogon, where 16 men teachers receive an average of ₱29.37, and 9 women teachers receive an average of ₱30.55. It is almost the same in the contiguous Province of Albay. The salaries paid teachers of both sexes are also above the average in Rizal, where it is ₱26.13; Tayabas, ₱26; Bulacan, ₱24.03; and Laguna, ₱23.20.

In addition to this number of Filipino teachers there is a considerable though undetermined number of "aspirantes" who are already giving service either without pay or for a very nominal wage. As an example, there are about 40 of these young persons in the Province of Pangasinan. They give, in most cases, one-half of their time to instruction, and as compensation are admitted to the teachers' class which receives daily instruction from the American teacher. They also are accorded special privileges in attendance upon teachers' institutes and are furnished with books and other aids to the prosecution of their studies. Their average age is between 15 and 16.

This class of "aspirantes" or apprentice teachers should be very greatly increased. In nearly every branch of the service the Government has pursued the policy of paying high wages to the Filipino assistants in advance of actual qualification to render satisfactory service. The principle of unpaid service to the Government in return for training conferred or appointments in prospect has not been in operation. Clerks, teachers, and other public servants have been taken into paid employment before they were really qualified for usefulness and have been paid a relatively high grade of compensation during a period which was really one of training or apprenticeship. In the Bureau of Education it will be insisted upon in the future that a young person who is practically receiving his training as a teacher and at the same time gaining the benefits of an education shall render to the Government a certain amount of service without compensation. Until, by reason of training and experience, his services have reached a mark of proved efficiency, salary, unless nominal in amount, shall not be paid or expected.

As the profession of teaching continues to gain in remuneration, permanency, and dignity, many young men and women should be willing to serve for a period of from one to three years as apprentice teachers without salary, in anticipation of receiving, at the end of a suitable time, appointments in a profession which provides regular and prompt advancement and an honorable social position.

As a still further relief to the teaching force, where classes have increased so that under a single Filipino teacher there are a hundred or more children enrolled, it is found to be practicable to divide these enormous classes into sections, putting each section in charge of a "pupil monitor," under whose help the younger pupils study, write, or engage in

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other occupation. This plan was most successfully adopted in the schools of the city of Iloilo. In one school where there was a total enrollment last spring of 621 pupils, with 8 native teachers, the assignment of pupils as monitors made it possible to keep order and give good instruction. In one of the schools of Laoag, Ilocos Norte, the enrollment reached 700, with 3 paid teachers and about 20 monitors and "aspirantes." In the rules of the General Superintendent governing the appointment of Filipino teachers it has seemed advisable to recognize these several grades of instructors and arrange the following schedule of positions and promotions for the Filipino teaching force:

(*a*) The Insular teacher, with a salary ranging from ₱480 to ₱1,200 per annum.

(*b*) The municipal teacher, paid on an average of ₱240 per annum.

(*c*) The assistant municipal teacher, of less experience on a somewhat less salary.

(*d*) The apprentice teacher, serving without pay or at a nominal remuneration.

(*e*) The pupil monitor.

Eventually two or three years of study and experience should be represented by each of these successive changes.

As stated above, the Commission has now provided for the appointment of 284 Filipino Insular teachers. The first of these were appointed a year ago this month. Their appointment produced a very favorable effect upon the teaching service. It advanced certain worthy and excellent teachers to a position in which they felt independent of an uncertain municipal salary and it considerably increased their remuneration. It put them on a rank in point of pay and tenure of office with ordinary clerical positions as paid by provincial boards, provincial courts, or the Insular Government. By Act No. 1040 these teachers are now under the civil-service regulations. It is believed that under present conditions this number on Insular pay should be considerably increased as the Filipino teachers gain in training and experience, and it becomes possible to dispense with more American teachers. In some cases already Filipino teachers on Insular pay act as supervising teachers.

AMERICAN TEACHERS.

At the beginning of the last school year the number of American teachers employed was 723. This number was gradually increased by new appointments until at the end of the school year in March, 1904, the force was adequate for all schools then organized. However, the two and three year periods of service expired for many of these teachers during the summer and a considerable number of resignations took place at this time. Thus, the new school year began on June 13 with the force very short-handed; less than 600 teachers were on duty at that time. This number was rapidly increased, however, by the arrival of

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new appointees and the return of old teachers to duty, so that on September 15, the date of this report, the force stands as follows: Seven hundred and seventy-two on duty, including temporary appointees, 36 due to arrive under appointments made in the United States, and 48 on leave of absence. Owing to the large number of teachers on leave the temporary appointment of 49 persons as teachers had been made.

The American teaching force is kept considerably below the number originally contemplated. Act No. 74, which was passed in January, 1901, and which organized the Bureau of Education, authorized the employment of 1,000 American teachers. It may be a matter of interest and worthy of record that the number fixed in the original draft of this bill was only 500, but upon the urgent request of many Filipinos who discussed the bill before the Commission in public meeting the number was raised to 1,000, in order, if possible, to provide every municipality in the Islands with at least one American teacher. The total number of teachers on duty at one time, however, never reached this figure. Our records show that up to September 1, 1904, there had been appointed and assigned to duty in the Islands 1,401 teachers, but owing to frequent separations the largest number on duty at any one time was 928, which was in March, 1902. In the year 1901 approximately 889 teachers and division superintendents were appointed; of this number 45 separated from the service the same year and 1 died. During the year 1902, 166 separated from the service and 15 died. During 1903, 152 of this number separated from the service and 8 died. In 1904, of this same original number about 76 have separated from the service and 4 have died. From these figures it would appear that of the 889 teachers appointed in the year 1901 only 426 now remain. There have been, since the organization of the Bureau, 41 deaths in the service.

In the appropriation bill for the fiscal year 1904–5 the number of American teachers is fixed at 863, including a superintendent for the Philippine Normal School and a superintendent for the Philippine School of Arts and Trades. The compensation provided is shown by the following schedule, which can not be exceeded:

Superintendent Normal School	$3,000
Superintendent School of Arts and Trades	2,400
3 teachers, at $2,000	6,000
8 teachers, at $1,800	14,400
10 teachers, at $1,600	16,000
50 teachers, at $1,500	75,000
80 teachers, at $1,400	112,000
60 teachers, at $1,300	78,000
350 teachers, at $1,200	420,000
50 teachers, at $1,100	55,000
137 teachers, at $1,000	137,000
113 teachers, at $900	101,700
Total (863)	1,020,500

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Promotions are now made at all times of the year as vacancies in the higher positions occur and as the merit of any teacher becomes conspicuous. The prompt and adequate recognition of meritorious service which is made possible by the graded list of salaries has been the means of greatly encouraging the staff of teachers and adding to the attractiveness of the service. The majority of American teachers on entering the service are appointed at salaries of less than $1,200, but on or before the end of a year's satisfactory service it is possible to advance any teacher who in that period of time demonstrates his worth to a salary of $1,200, which is regarded as the mean or normal amount of compensation. Above this, the higher salaries are competitive and go to those teachers whose responsibilities are greatest and whose value to the Government is most clearly demonstrated. Compensation does not depend upon the particular station or appointment, but wholly upon the judged value of the man's services to the Government. The supervisor of a large rural district is in general recognized as doing a most important and responsible work, although it can not be said that one of these classes of teachers is necessarily to receive a higher compensation than another. One very satisfactory evidence of the improvement in the organization of the school work and the growth and esprit de corps has been the prompt and satisfactory way in which new teachers have settled into their duties and almost without delay successfully undertaken their work, even when, as frequently happens, they have been assigned alone.

The work of the teacher, as already suggested, is of two main kinds—supervising the rural districts and teaching in the provincial high schools or in one of the three technical schools maintained by the Government. If a teacher is assigned to a provincial high school he becomes a member of a small American community of congenial tastes and high character. His home is usually in the capital of the province, his associates congenial, the surroundings sufficiently comfortable, and his work corresponds very closely to that of a schoolroom instructor in the United States. The work of district supervision is, however, pursued under quite different conditions. The teacher usually lives alone in a town separated by some miles from other communities, and very frequently he is the only American resident in a large area. As supervising teacher he is the representative of the division superintendent in the district. He must consult, tactfully and helpfully, with the municipal president and council, represent the school needs of the locality to this body, and obtain their coöperation and financial support. His relationship with the people of the town must be kindly, helpful, intimate, and above reproach. He has under him a corps of native teachers of from half a dozen to thirty, whose work must be laid out before them each week, or, often, each day, and who must be constantly visited and assisted in its discharge. He has the further task of organizing new schools, especially in those barrios or hamlets which are far separated from the town center and which are

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frequently densely ignorant and lawless. The greater part of his time is spent in school visitation, sometimes on foot, sometimes by horse or vehicle, and frequently by banca or canoe on streams and esteros that connect the different hamlets of the municipality. This work, which must be followed throughout the stormy season, is frequently onerous and perilous, and can usually be successfully discharged only by men of strong constitution and more than usual courage and resolution. Except for the fact that the teacher is accorded respect and protection by practically every class of people in the Archipelago, this work would frequently contain a considerable element of danger. By reason of their profession, however, teachers are enabled to visit regularly remote hamlets of their districts even in provinces still disturbed by bandits or "ladrones," where a single man in military uniform might not go without personal danger. As a part of their duty these teachers have to acquaint themselves thoroughly with the geography of their districts. They must know each hamlet and road, and they must thoroughly understand the social composition of the community where they are working. This is the work which can obviously only be performed by a man, and for this reason the great majority of the teaching force is and must continue to be men.

In many cases, however, the assignment of a man and wife together is an excellent arrangement. It allows the man to carry on the work of supervision and organization and affords a woman teacher for the instruction of the more advanced classes of the central municipal school. There are 42 married couples thus stationed together in districts of large size in the Archipelago. Other women teachers in the employ of the Bureau are, with few exceptions, stationed at provincial high schools. In both of these kinds of work, women teachers, while their number is necessarily limited, are most acceptable, both to the Bureau and to the people among whom they teach. No difference in compensation is recognized between that of the American woman teacher and that of the American man teacher.

Were it not for the warm personal attachments which spring up between the American teacher and the people among whom he lives, his sincere interest in his work, and the cordiality hospitality, and affection of the native people for the teacher, the lives of many of these American supervising teachers would be intolerably lonely. There are a good many cases where they are separated by at least a day's arduous travel by land or boat from any other teacher, and weeks frequently go by them without the sight of another white face. The time, however, seems to pass rather quickly for them. There have been no instances of despondency or melancholia during the past year. These teachers are doubtless sustained against the loneliness of their stations by the realization that a spring vacation during the hot season awaits them, when they can return for some weeks' time to the companionship of men of their own race or can

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enjoy a wide change of scene and a variety of experience by traveling in the surrounding countries of the Far East. Most of them rent homes in the town centers, have their own establishments and servants, which can be maintained at surprisingly small expense according to American standards. At other times the American teacher, if alone, boards with some Filipino family, and in some cases, on the invitation of the cura, makes his home with the priest in the town convento.

The General Superintendent wishes to bear testimony here to the manliness and uprightness of the lives of these teachers. They have come from the best homes and in many cases from the best educational institutions of the United States. Although surrounded by conditions trying to character they have remained true to those ideals of conduct set by the American home and college.

The spirit prevailing among American teachers at the present time is above criticism. The conditions of the service have been carefully defined, teachers have become accustomed to their life, their work is well organized and carefully supervised by the division superintendents, and the past year has seen an exceedingly small number of dissatisfied appointees. These have now, without exception, retired from the service. The teachers of the present force have the correct spirit toward their work, are disposed to do their whole duty, and, with few exceptions, are giving to the service more time than is actually required by law. Greater satisfaction has resulted from the rigor and impartiality with which the rules of the service have been enforced in the past year. The compensation and privileges which teachers receive are now such that the service does not suffer by comparison with that of any other Bureau. Appointments in the United States are now made exclusively from an eligible list certified by the Philippine Civil Service Board as a result of examinations conducted by the United States Civil Service Commission. Those appointed contract for two years of service in the Islands. Their traveling expenses to Manila are paid, and, in order to protect the Government, an amount equivalent to this is deducted from their salaries at the rate of 10 per cent of their salaries per month until the total cost to the Government has been repaid. Upon the completion of two years' satisfactory service the amount thus deducted is returned to the teacher. At the end of three years' satisfactory service the teacher may resign and receive half salary for thirty days and full pay for any vacation which immediately follows his resignation. If he elects to remain in the service, but desires to return to the United States on leave, he may be granted such leave, on full pay, for the vacation period of his school division, which is now ten weeks, with sixty days' half salary covering the voyage going and returning. Five hours per day is the minimum of the teacher's service in the schoolroom, while his days of actual service are usually five per week. Additional hours of service may, however, be required of

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any teacher, and while Saturday is generally a holiday, it may be made a day of duty. The school year is uniform throughout the Islands and is fixed by the General Superintendent at forty weeks, with twelve weeks of vacation, ten of which are consecutive during the months of April, May, and June, and two are at the Christmas holidays. These ten weeks allow every teacher time to visit any of the near-by oriental countries which he may desire to see and give him a chance to return to his work refreshed by a change of climate and new scenes.

By the provisions of Act No. 1040 teachers are not entitled to vacation leave, but the school vacation is more than the accrued and vacation leave allowed to other civil employees.

There are compensations in the life of a teacher in the provincial towns. First, and most practical, is the question of expense. Living is undoubtedly 50 per cent cheaper in provincial towns, except perhaps Iloilo and Cebu, than in Manila, and this fact has appealed to some teachers forcibly enough to lead them to request that they be transferred to such towns. Again, a teacher in a provincial town, particularly where he is the only American, has opportunity to become a very large factor in the life of his pueblo and an important influence for good. This appeals to the best part of a teacher's nature and is no small compensation for the hardships naturally incident to such positions.

The emoluments and opportunities should and do call forth a class of young men who are products of the best American homes and universities.

CIVIL SERVICE.

Regulations governing the teaching force have been made more definite and satisfactory by reason of having been made a part of the general civil-service rules governing Insular employment. This important step became effective by the provisions of Act No. 589 on September 1, 1903. It resulted in placing the entire force of the Bureau of Education under the same general civil-service regulations as other branches of the service. The Civil Service Board is empowered to determine the qualifications for admission to the service. The passing of a written examination was made requisite for eligibility for promotion of those already in the service or of entrance for those seeking admission. This examination has been successfully passed by 30 per cent of the present teaching force, or 217 in all. While for some months there was a considerable amount of misunderstanding of the conditions accompanying the change and a consequent prejudice against it, this was no greater than should have been expected. As the gain in impartiality of treatment became apparent, this feeling was gradually changed until now a general satisfaction appears to prevail on the part of the teaching force with reference to the change.

The most just criticism to which the conduct of this office was formerly subjected by teachers was the difference of treatment accorded teachers

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in the matters of compensation, leave, and absence by reason of sickness. The danger of such discrimination is entirely removed by the passage of the force under the ordinary regulations governing the service.

Toward the close of the last school year, as teachers presented resignations from the service or requests for leave of absence with permission to visit the United States, a large amount of attention was devoted to adjusting impartially and according to the conditions fixed by law the many and various cases that arose. This matter was greatly complicated by the fact that teachers had been appointed at different intervals and had had very dissimilar periods of service, and that the amount of sick leave taken had varied greatly and was frequently in excess of that allowed by Act No. 80, and by the further fact that the additional service in vacation institutes had been very unequally borne. The settlement of these questions for the entire teaching force involved an enormous amount of correspondence and the submission of a very large number of cases to the Secretary of Public Instruction for his decision. At an early date this office endeavored to lay down impartial rules governing separations from the service, the discharge of vacation institute work, and the enjoyment of leaves of absence. (Attention is invited to the circulars on this matter inclosed as an appendix.) Act No. 1040, passed in the month of January, made the conditions of service still more definite and, while in some respects it made them more rigorous, it was correspondingly liberal in others.

UNIFORM COURSES OF STUDY.

In accordance with his legally prescribed duties, the General Superintendent, on the 15th of June, 1904, issued prescribed uniform courses of instruction. Prior to the issuance of the bulletin upon this subject (Bulletin No. 7, Bureau of Education) considerable diversity existed in all school work.

These prescribed courses are for primary, intermediate, and secondary schools. As stated above, the primary course is taught almost entirely by Filipino teachers under American supervision. It is planned to have this primary course taught in full in all barrio schools, the pupil to proceed therefrom to the central municipal school for instruction in the intermediate course, and thence to the provincial high school for one of the secondary courses which aims to supply him with a profession or calling. At present, however, in the majority of barrio schools it is not possible to give more that two years of primary instruction, while the central municipal school doing intermediate work is the exception rather than the rule. The provincial high schools are giving their attention in the current year almost exclusively to intermediate work. This condition is indicative of the careful effort that is being made to grade pupils no higher than is warranted by their facility in reading and writing English. Were only the informational part of their training to be con-

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sidered, as is usually the case for American school children, the resultant grading would be considerably higher than it is, for the Filipino student acquires knowledge of facts more rapidly than facility to explain them in correct English, either written or spoken. No students will be admitted to secondary courses whose written and spoken English it not approximately equivalent to that of an American schoolboy upon entering high school.

At the opening of the school year 1904–5 there were fully 200 such students in the public schools. In the great majority of these cases this advancement represented the work of but three years under American instruction, a result which speaks for itself of the ardor and capabilities of the Filipino students. To young men of such attainment, however, Government positions averaging fully $20, gold, per month are open, and it becomes difficult for the pupil of limited means to continue his education at the sacrifice of immediate financial returns. Hence the majority of these students have become teachers or Government employees in other capacities or have been sent to America upon the Government scholarships. With such factors contributing to the reduction in number of students presenting themselves for secondary instruction, and with the constantly increasing demand for the services of graduates from the intermediate course, especially as teachers, it has been possible for the Bureau to proceed very gradually and carefully in the establishment of the secondary courses herein outlined. Not more than half of the provincial schools have classes as large as twelve which are now prepared to take up secondary courses.

Thus the intermediate course represents the field of work in which the great bulk of "advanced" teaching is being done. The three years of this course are denominated Grades IV, V, and VI, respectively. With but few exceptions classes of Grades V and VI are found only in the provincial high schools, but it is common to find classes of Grade IV in central municipal schools which have been organized two years or more.

The intermediate course completes the elementary instruction. It aims to give the child an actual practical fitting for life; to equip him for new duties and responsibilities, and to cultivate in him qualities of unselfishness and honor. This course presents at the present time the best field for experiment on new lines and it is here that the results of education upon the race can be studied most profitably. In the preparation of this course little help was gained by a study of typical school curricula. The principle followed was to select those groups of study most immediately useful and helpful rather than imitate prescribed lines. There follows an abstract from Bulletin No. 7 of the Bureau of Education. This and all other bulletins of the Bureau are to be had upon application.

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THE INTERMEDIATE COURSE.

[To be given in all provincial schools as a preparation for entrance to the secondary courses and in such municipalities as can afford the necessary buildings and teachers for this instruction.]

GRADE IV.

Language and grammar (weight, two-fifths).—A third reader. Elements of grammar and composition. Supplementary reading to be chosen.

Arithmetic (weight, one-fifth).—Fundamentals of integers and compound fractions.

Geography (weight, one-fifth).—Chief emphasis upon memorizing the main facts of world geography. Study of the people and economic products of different countries.

Science studies (weight, one-fifth).—Lessons on familiar Philippine plants (three times a week). Boys: School garden or other outdoor work (twice a week). Girls: Housekeeping. Care of house, the dining room, bedrooms, etc. Plain sewing throughout the year (twice a week). Physical exercise and athletic games throughout the course.

GRADE V.

Language and grammar (weight, two-fifths).—A fourth reader. Intermediate language book. Supplementary readers. A reader on Philippine history.

Arithmetic (weight, one-fifth).—Fractions, common and decimal, and the metric system.

Geography (weight, one-fifth).—Selective completion of advanced geography, the chief emphasis being laid upon physical features of land and water. Special instruction in the physiography and meteorology of the Philippine Islands, volcanoes, earthquakes, monsoons, typhoons, coral formation, wet and dry seasons, etc.

Science studies (weight, one-fifth).—Lessons on animal life of Malaysia (three times a week). Inasmuch as classes doing this grade of work in 1904–5 have not had the plant studies of Grade IV, their work this year will be divided between plants and animals, the animal studies being taken up in the second half year. Boys: Agriculture. A general course based on a text on elementary agriculture, accompanied by cultivation of staple Philippine economic plants (twice a week). Girls: Housekeeping. Cooking and serving meals (twice a week).

GRADE VI.

Language and grammar (weight, two-fifths).—Fifth or sixth reader. Elements of grammar completed. Supplementary reading drawn from epic tales and stories of history.

Arithmetic (weight, one-fifth).—Completed, with special attention paid to commercial operations.

Science studies (weight, one-fifth).—Physiology and hygiene: Human anatomy and physiology, based on text-book work with demonstrations by the teacher. Study of epidemic diseases, especially through the bulletins of the Board of Health (three times a week). Boys: Carpentry and ironwork (twice a week). Girls: Housekeeping; Care of sick, sick diet, etc. (twice a week).

Government (weight, one-fifth).—The Government of the Philippine Islands. Study of the Municipal and Provincial Codes. The instructions of President McKinley to the Philippine Commission. The act of Congress of July, 1902. The class will be organized successively into a municipal council, a provincial board, and a legislative assembly. In the latter body such public questions relative to the Philippines as may properly be discussed by the Philippine legis-

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lature may be debated. The class will also read pamphlets prepared by the Bureau of Government in the United States, American Politics and Parliamentary Law, and Colonial Governments of European States.

EMPHASIS UPON "SCIENCE STUDIES."

Larger place is given to science work than is usual in the public schools of America. Training in the English language and literature supplies the place in the Philippine system of the classical studies of American school programs. Time is gained thereby for that training in exact methods and concrete subject-matter for which there is peculiar need.

Another difference between American and Philippine educational conditions may be noted in this connection. An important function of American educational institutions had lain in the direction of modifying the strongly materialistic tendencies of American life. No stimulus has been needed to supplement the national tendency toward the acquirement of material benefits. Such tendency has ever been an integral part of the environmental conditions and racial temperament. It has led to the highest material advancement, while the academic spirit has been as a guard against the stifling of the nonmaterial.

Here in the Philippines the demand upon the academic spirit is reversed. The great need of Filipino national life is precisely in the direction of effort to acquire material benefits. The graces of the culture studies may well await later lessons. The crying need now is for a stimulus which environment and racial history have for centuries denied, a stimulus to "practical" activity. It is with that training which gives the most tangible benefits that our secondary and specialized education purposes to concern itself. Elementary training of such character is given under the "science studies," while the bulk of the work in the secondary courses is to the end of efficient and scientific conduction of various industrial activities.

We look to the Japanese for illustration of very much that is helpful in solving Philippine problems. There the most notable educational achievement of modern times has been effected. They have shown no conservatism in the work of national regeneration. Nowhere is this more apparent than in their educational system. In it we find a remarkably large place given to those subjects of which old Japan was ignorant and in need, and which in an educational scheme may be grouped as "science studies." Under this caption the Philippine courses of instruction prescribe a large amount of work which finds its subject-matter in those things which most closely touch the daily life of the Filipino and affect his economic status.

Education in the Philippines is concerned with a people whose lack of exactness, especially in their mental processes, is a conspicuous racial fault. The Filipino has an instinctive and intense reluctance to admit ignorance. This characteristic has often earned him an otherwise undeserved reputation for unreliability or dishonesty. He fails to appreciate

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the desirability of accuracy. Training in science, properly given, will develop a new respect for exactness and a conception of the inexpediency of misstatement, proving perhaps a better corrective than methods which meet this fault by more direct attack.

The plant and animal studies place emphasis upon economic values. They give to all students information fundamentally related to the improvement and expansion of agriculture in the Islands—information which is more expanded and accompanied by practical field work in the secondary course in agriculture. Their pedagogical purpose, on the other hand, is to induce accurate first-hand observation and reasoning about facts observed. Especial difficulty lies in overcoming the tendency of the Filipino pupil to learn merely by rote. The science studies largely eliminate the use of this method in that they require answers as the fruit of reasoning rather than of memory. Filipino boys and girls are quite alike in their enthusiasm for work which is out of doors, away from the printed page, and concerns things which they can handle, which they have seen every day, and which have very considerable economic importance for them.

In this work each pair of students is provided with a dissecting microscope and dissecting instruments, while the teacher has a compound microscope for demonstration purposes. The note and drawing books prepared by the pupils compare more than favorably with those prepared in America in similar work at this stage. In so far as a text is necessary, texts are used which are based wholly upon local material and were written especially for this purpose.

AGRICULTURE.

As a practical part of the "science studies," the boys in the intermediate course receive instruction twice a week in garden work and agriculture in the first two years. In the secondary courses place is provided for the further elaboration of this work. On account of conditions already described, this work has not been fully installed, but full equipment has been sent to the following schools:

The provincial high schools at Capiz in Panay, and Tuguegarao in Cagayan, are well supplied with equipment for agricultural work, both of intermediate and secondary character. The work in these schools has been in operation for about a year, and the results obtained exceed reasonable expectations. The provincial high schools in San Isidro, Nueva Ecija, and in San Fernando, La Union, are also equipped with tools for intermediate work of this description. The provincial high school of Batangas is preparing to give agricultural work of a still more extensive character. Coöperation has been begun with the experimental farm conducted by the Bureau of Agriculture at Batangas, and a well-trained teacher of scientific agriculture is stationed in the school. Additional schools are to be supplied with agricultural tools and equipment as rapidly as suitable tracts of ground are secured.

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CARPENTRY AND IRONWORK.

Equipment for carpentry teaching has been more fully supplied. The high schools at Cavite, Cebu, Batangas, Tuguegarao, Bacolod, Pagsanjan de Laguna, Tarlac, San Fernando de Union, Tagbilaran, Capiz, San Isidro, Masbate, Tanauan in Batangas, and Romblon are all supplied with tools and in most cases with qualified instructors, three of whom are graduates of American polytechnic institutions. Special teachers for this work have also been assigned to Cavite, Cebu, Batangas, and Tuguegarao. At Batangas a separate school building for this work was erected a year ago. At Tuguegarao and at Bacolod provision has been made for the erection of shop buildings on a larger scale than any yet provided, which will admit of machine tools, power engines, and complete outfits for wood and iron working. The schools of San Fernando de Union and Tuguegarao are also provided with ironworking tools. At Apalit, Pampanga, a small ironworking shop is under construction which will be equipped with forges, bench tools, and drawing equipment. It will afford provision for the instruction in this trade of sixty boys at one time. The reason for locating the school at this point is that Apalit contains quite a considerable population of smiths and iron workers, and public interest is very great in having this trade taught in an improved manner. The people of the town subscribed sufficient funds to purchase a good site of land and the municipality borrowed from the province the sum of ₱1,000 for the erection of a shop.

The sum of $22,000 has this year been expended for this class of work. Among the items included in this order are eight class equipments of carpentry tools, eight of drawing instruments, and three of ironworking tools, each equipment being complete for a class of twenty. The equipment of schools for this work will probably go forward quite as rapidly as that of the schools for gardening and agriculture, although the work of securing sufficient ground for more than a small school garden is progressing very steadily. Many of the municipal schools also are giving special attention to the preparation of small garden plots by the boys, and special encouragement is given to the decorative treatment of school grounds.

HOUSEKEEPING, ETC.

While the boys in the intermediate grades are engaged twice a week in gardening, agriculture, or tool work, the girls of the same classes at corresponding periods are to be given practical training in housekeeping and decoration, sanitation, cooking, care of children and invalids, sewing, etc. An excellent and most suggestive beginning has been made at the high school at Iba, Zambales, which has been followed by similar instances at Batangas, Tarlac, Tuguegarao, and a few other schools. For this teaching a "model Filipino house" is to be built adjacent to all

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schools giving intermediate work with a kitchen garden, and the improved yards and surroundings. Some of these houses are already in process of erection and the Bureau is preparing a special bulletin dealing with instruction in these matters. This bulletin is being compiled from contributions from various teachers interested in this work, and includes many recipes for the preparation of Filipino foods. The aim is to give training in domestic management within the financial capacities of the average native family. Matters of diet, improved methods of preparing and serving foods, table manners, etc., are made the subject of actual demonstration and practice. The furniture for these buildings will be built by boys in the school shops on plans furnished by the Bureau.

TRAINING IN GOVERNMENT AND CIVIC DUTIES.

Of equal importance is the need of training in civic life. If we are to look forward to the time when the Filipino people are to be, at least in a large part, self-governing, certainly the obligation exists to supply the best possible training to that end. Hence special emphasis is placed upon the teaching of methods and ethics of government, of the social relations and obligations of the individual, of fundamental political economy, and especially of the rights and right use of the elective franchise. There are in the public schools at present 12,000 male pupils who within the next three years will reach the age of 23 and will attain elective franchise through possessing the educational qualifications. Within six years upward of 60,000 will similarly attain the franchise. The necessity for giving these pupils, without delay, adequate instruction in civics and politics is manifest, and such provision is made in all three of the courses of study. In the primary course special instruction is given to the older boys who are unable to continue their study in intermediate schools. In Grade VI, the last year of the intermediate course, very thorough study is made of the present system of Philippine government, and familiarity is gained with the Municipal and Provincial Codes and other important acts of the Commission which are put into the hands of the students. State papers dealing with the Philippines are also read and particular examination made of the act of Congress of July 1, 1902. Additional work in government and colonial history is prescribed in the secondary course.

PHYSICAL EXERCISES AND ATHLETICS.

There is manifest need for large attention to these matters. The Filipino is underdeveloped physically. This is particularly true of the students in the high schools whose social position relieves them of all forms of manual labor and exercise. It is true of the boys even more than of the girls. That great progress can be made in their physical development under proper conditions has been demonstrated.

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In the case of students sent to America on Government scholarships improvement has been noticed at the end of a single year's residence in California, involving, as it did, participation in American athletic games and exercises and the enjoyment of a more nourishing diet.

Many cases of physical injury, at least of a temporary character, have resulted from overzealous efforts on the part of students in preparing their class work. The average high-school student, if required by his teacher to prepare more that a due amount of work, will deprive himself of a proper amount of sleep in order to accomplish it. This has been especially noticeable in the case of students in attendance upon vacation normal institutes. Young men and young women on those occasions have been found to be continuing their studies until 1 or 2 o'clock in the morning, resuming them at 6. In these cases regulations limiting the hours of study and retirement were necessary.

Provision in the new courses of study for but five recitation periods of forty minutes' length per day was made largely with this point in view. Sufficient time is thereby allowed for outdoor games as well as indoor physical exercises, and American teachers have been directed to give special attention to this work. An athletic spirit has been fostered among the boys, who, at nearly every high school, have organized baseball teams. Interscholastic games have been arranged. Filipinos take to baseball with enthusiasm and show remarkable skill at it. They need to stimulus to school spirit in the support of their teams. At the provincial schools, as rapidly as conditions permit, facilities are to be provided in the way of outdoor gymnastic apparatus, cinder tracks, dressing rooms, and baths.

As noted in another part of this report, attention is also being given to improvement of the usual Filipino diet so far as the circumstances of the average family will permit. This is especially to be fostered in the case of the diet of infants and young children and of children attending school. The rate of infant and adolescent mortality, as has been reasonably established, can be greatly reduced by somewhat more careful attention in the manner of living and diet in early years.

SECONDARY SCHOOLS.

After what has been previously stated it will be understood that secondary instruction is only beginning with the current school year. Schools for more advanced instruction than that provided by the primary course were intended also to provide for students whose greater age makes them reluctant to attend the barrio schools. Legal provision was made for these institutions in Act No. 372, quoted above. Such schools have been organized in 35 provinces, with attendance varying from 75 to 500. By an understanding which has already been suggested, the provincial boards are expected to provide by rental or construction for

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housing of these schools, while the Bureau of Education supplies teachers and educational equipment. This arrangement has led to the designation of these schools for higher instruction as "provincial schools"—i. e., schools supported, at least in part, by the provincial governments. This somewhat ambiguous expression has been recently modified upon the forms of the Bureau into "provincial high schools." There are, in addition to these, two high schools in the city of Manila, maintained entirely out of Insular funds with the exception of the rental of the buildings, which is paid from appropriations by the Municipal Board of Manila. American teachers are provided for these schools in about the proportion of one to each fifty pupils, and the work of the pupils is organized upon the basis of five forty-minute recitation periods, exclusive of music. Inasmuch as the teaching service required of each teacher is five hours per day, such basis permits the arrangement of schedules in the proportion of four teachers at most to each five classes, so that no classes exceed forty in size.

As has been stated, these schools are not at present doing the work of the prescribed secondary courses. They are almost wholly engaged in the work of the intermediate course. This work, however, is to be relegated as rapidly as possible to the central municipal schools, leaving the provincial high schools to perform their intended function, which is to act as training schools for fitting young men and women for certain definite occupations demanded by the economic conditions of the respective provices, or for entrance into colleges or universities of American type. The vacations for which the secondary courses will prepare are teaching, agriculture, business, and several arts and crafts. In such capacity the provincial high school has a work before it which is not comparable to that of the American high school. Its scope will be broader, its curriculum more devoted to technical subjects, and its whole relationship to the people whose needs it seeks to meet is larger and more vital. Under present conditions of transportation and travel, the provinces of the Philippines are almost as remote from Manila, at least for educational purposes, as the various States of the United States are from Washington. Hence it becomes desirable that the provincial high schools should seek to provide for all such educational needs as are immediately demanded in their respective provinces so far as circumstances allow. Each province must be, to a considerable extent, educationally independent, and the provincial high school is the center of its system. It will perform, as the time comes, the functions of general libraries, of public lecture courses, and of polytechnic and normal schools. It will be to the province, in a smaller way, what colleges and agricultural schools, schools of music and fine arts, and even State universities, are to the States. These schools will seek to so relate themselves in every possible way to the educational needs of their environment as to be of greatest benefit to the largest number. The secondary

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courses to receive chief emphasis will so depend upon the particular economic conditions of each province that a fortunate relation may result between educational opportunities and public needs.

The Government of the Philippines has expended, and probably will continue to expend, large sums upon the work of various Bureaus organized for scientific investigations. The primary purpose of these Bureaus is their benefit to the Filipino people. The results of their work appear from time to time in the form of bulletins of more or less technical phraseology. The great amount of valuable information imparted thereby will be comparatively inaccessible to the public as a whole unless it be imparted through the agency of the school. The Bureau of Education, especially through its provincial high schools, seeks to act as an intermediary of the scientific Bureaus and the people.

To the ends which have been outlined, secondary courses have been organized as follows:

I. THE COURSE IN LITERATURE, HISTORY, AND THE SCIENCES.

This course will compare with the American high-school course, although the requisites for admission are less difficult and several courses taught in American high schools here receive less consideration. This will be most noticeable in two lines. The first is the classical languages. The slight attention paid to Latin and the elimination of Greek are made necessary by the importance of other subjects which must, in view of immediate needs, be emphasized. While in the United States we depend, in our training of the youth, upon Latin and Greek for giving breadth of mind and depth of intellectual and moral insight, here in the Philippines we must depend upon English literature for these same purposes. It is believed that English is adequate to impart these essentials of education, both in disciplinary and spiritual aspects. The other notable difference is in the teaching of higher mathematics. There can be found place in such a course as this for hardly more than the briefest elements of algebra and geometry. Advanced work in these branches, in trigonometry, and the higher mathematics must necessarily be left to be pursued in special courses leading up to professional training. The course has been drawn to emphasize the subjects of education which have heretofore been much neglected in the Philippines, and these appear to be literature, history, and the modern sciences.

This course will doubtless receive modification as it is put to the test of actual trial, but a provisional outline of the subjects of study follows:

English literature.—The first two years' work will deal with minor prose and poetical selections, including at least two complete works or poems. Irving's Alhambra and Longfellow's Evangeline are suggested for the first year. The work in the first half of the third year will be devoted largely to the English drama the pupils will read Julius Cæsar, the Merchant of Venice, and other plays. In the second half of the third

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year the study will be English fiction, and several standard novels will be read. In the fourth year a study will be made of the essay and the oration. In the last year of work, as a part of the study of agumentative literature, attention will be given to the elements of logic, the pupils seeking their illustrations in the works which they are studying, and constant effort will be made to strengthen the reasoning faculties of the pupils.

Composition, themes, and the preparation of rhetorical parts to be read or delivered before the school assembly, will be a feature of the work throughout the four years.

History.—The study of history will be carried through the four years. It will commence with the study of Philippine history, the first half year being devoted to the general outlines of the social and political history of the Islands and the second half year to the study of the history and status of Philippine industry and commerce. In the second year the pupils will take up general European history, covering the history of Greece and Rome and the early Middle Ages. In the third year the pupils will study the modern history of Europe and European colonies, and in the fourth year the work will be devoted entirely to the political history and institutions of the United States.

The sciences.—In the first year the science work will be a systematic treatment of botany; in the second year the anatomy and physiology of animals; in the third year physiography, paleontology, and meteorology, with some attention to general anthropology. In the fourth year the work will consist entirely of physics, with individual laboratory work and experimentation for the pupils.

Mathematics.—In the first year the elements of algebra and in the second year the elements of plane and solid geometry will be studied.

Language.—The student may elect either Latin, Spanish, or French, and the work may be carried through the four years. Probably the best plan for the students to pursue will be to take Latin for two years and Spanish or French for two years, and such courses in language can be arranged for those who desire to take the language work.

II. THE COURSE IN TEACHING.

This course will cover only two years in the provincial schools. Students who desire to follow the training for teachers further should, after the completion of this two years' work, be admitted into the Philippine Normal School at Manila for two years of final instruction. In the first two years of the course in teaching, the study of literature, history, mathematics, and the sciences are identical with the course in literature, history, and the sciences.

Theory and practice of teaching.—In place of languages the pupil enrolled for the course for teaching will be given daily instruction in methods of teaching. In the second year he will study the school systems of the United States and European countries; the progress of education

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in the Far East, particularly in Japan, will receive attention, and all students in this course will receive careful instruction in matters of the school law and school organization in the Philippine Islands. In addition to this work all pupils in the course for teaching will be given daily training in a primary practice class which will be made up of little children and conducted in connection with the provincial school.

II. THE COURSE IN COMMERCE.

English.—The English work in the first two years of this course will follow, in the main, that of the course in literature, history, and the sciences, and in addition the pupils will receive a large amount of drill in copying from dictation and in orthography.

Mathematics.—Bookkeeping, to include journalizing, single and double entry, posting to ledger, submission of accounts, bank accounts, trial balances, balancing of books, experting of accounts, and auditing. Business accounts, to include mensuration, weights and measures, systems of currency in use in oriental trade, metric system, percentage, commission, commercial discount, computation of taxes, duties and customs, insurance, interest, promissory notes, bank accounts, savings bank accounts, exchange, etc.

Commercial geography.—This subject will be given in the first year of the course in commerce. It should include the study of staple products of international commerce, with the conditions of their production, their markets, and factors determining their prices. A text on commercial geography will be read. Study of United States consular reports and similar literature will be made.

Modern languages.—The study of Spanish, French, or some other modern language should be carried through the two years of this course, special attention being paid to the commercial use of these languages.

Commercial law.—In the second year a text on business law will be read, and a special study will be made of the Philippine Commercial Code and the acts of the Philippine Commission which modify its provisions.

History.—In the first year's work history will conform to the course in history of the Philippines prescribed in the course in literature, history, and the sciences. The second half of the first year's work will take up the study of the history of Philippine industry and commerce, and, in the absence of text-books, will require considerable preparation on the part of the teacher. The following topics are suggested for this subject of study: The old Acapulco trade and the restrictive measures of the Spanish Government for the protection of the interests of the Peninsula; the Government's attempts to foster special industries, beginning with the governorship of Arandia; the tobacco monopoly; the economic society "Amigos del Pais;" the opening of the port of Manila to foreign commerce in 1835; American trade with the Philippines

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between 1835 and the civil war in the United States; the compilation of statistics upon Philippine trade since the opening of the port of Manila in 1835; the hemp industry; the sugar industry, including the development of the sugar "haciendas;" special study of the markets for the staple Philippine products; effect upon the industries of the Philippines of the protective systems of Europe and the United States; the students under the direction of the teacher to pursue original investigations into data concerning Philippine commerce.

Stenography and telegraphy.—In the second year of the course in commerce the pupil may elect to pursue either stenography or telegraphy. One year's work in either of these subjects, if entered upon with proper qualifications, will prepare the student fairly well for a position as stenographer or telegrapher. The work in the second year is so arranged as to allow two daily periods for practice work in either of these subjects.

Throughout the two years of the course the student should have constant practice in the use of the typewriter. Machines can be employed in connection with the work in English and other branches.

IV. THE COURSE IN AGRICULTURE.

Literature.—The first two years in English will conform to the work in the course in literature, history, and the sciences. In the third year of this course the pupil may take either the third or fourth year work in literature, as he may elect.

History.—The work in history will likewise conform with that in the course in literature, history, and the sciences. The student may, if he choose, elect the fourth-year history work in place of the third year.

Science.—The science required will follow the prescribed subjects of study in the first three years of the course in literature, history, and the sciences: Botany in the first year, anatomy and physiology of animals in the second, physiography, etc., in the third year.

Agriculture.—One period of work each day will be devoted to agriculture, as a class subject, and one period each day to field work, which should be considerably extended by work in field and garden outside of the regular school hours. No detailed requirements for this work in agriculture are here given; they will be the subject of general experiment and will be prescribed at some future time. It may be stated, however, that the subject to be taken up should include tropical plant crops, their selection, propagation, cultivation, and care, including the use of fertilizers, protection from injurious insects, etc. Study should be made of plant diseases and the economic treatment of plants, or plant technology. Consideration may also be given, if time permits, to trees of economic value of the Philippines, their preservation and propagation,

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although the general subject of forestry will have to be added as a post-graduate course to the general course in agriculture. Provision is made in other branches of the cognate sciences covered in this course for general instruction in the elements of botany, the elements of entomology, and meteorology.

The breeding and care of domestic animals, with veterinary science, will have to be treated somewhat differently in different schools, as local conditions determine. Work in agricultural and physiological chemistry and agricultural geology can not be directly pursued as a subject of instruction by the pupils, but in many schools, in connection with the agricultural instruction, it may ultimately be possible to establish a small laboratory for investigation into soils and fertilizers and for the analysis of farm products, and for other investigations into the resources of the Islands, such as dyewoods, medicinal plants, fungi, new food products, etc.

In connection with the work of the courses in arts and crafts, the agricultural classes can make investigation into local arts and industries, such as dyeing, weaving, pottery manufacture, etc. It has been found in the agricultural schools in Japan that a considerable impetus has been given to the native industries of the country by such work as is here outlined.

V. THE COURSES IN ARTS AND CRAFTS.

The two lines of work at present are woodworking and ironworking. Two years of this work should be done in the provincial schools, and pupils desiring further instruction should be admitted into the Philippine School of Arts and Trades, where they may elect to follow any one of the courses given in that institution, and which will ordinarily require two years of further work.

English.—In these courses for provincial schools the English will require two years and will be the same as that prescribed for the other courses.

Mathematics.—The mathematical work will be algebra in the first year and plane and solid geometry in the second year.

Mechanical drawing (will extend through both years).—First year: Care and use of materials; orthographic projection (elementary); drawing from models; practical applications; inking; free-hand drawing. Second year: Orthographic projection (advanced); development of surfaces; intersection of solids; isometric projection; cabinet projection; practical applications; tracing; blue printing; detail and working drawings of simple pieces of machinery, patterns, carpentry work, etc.

Wood working (choice to be made between this subject and metal working).—Two years of hand work covering the following subjects: First year—Carpentry; reading of working drawings; use of rule and square; sawing to gauge; truing up working faces and edges; gauging

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to width and thickness; boring and chiseling; care and use of tools; names of tools and operations of work. Second year—Reading of plans; grinding, setting and mending tools; elementary joinery; rabbeting, dadoing; paneling, mitering; gluing; varnishing, shellacing; wood turning (elementary); construction of furniture, cabinets, desks, tables, etc.; house framing—construction of doors, windows, stairways, etc.

Metal working.—First year: Vise work; chipping cast iron; filing to a guage or dimensions; chipping wrought iron and steel; fitting keys in chipped key ways; scraping to surface; making small tools. Second year: Vise work; chipping oil ways; making small tools and instruments, and other advanced work; blacksmithing; welding; brazing; forging; tempering of tools; use of stocks and dies; babbitting; drilling.

The courses in the Philippine School of Arts and Trades in which the graduate of the provincial high school in a course in arts and crafts may secure advanced standing are as follows: Architecture, cabinet-making, carriage building, wheelwrighting, wood turning and pattern making, blacksmithing and tool making, course for machinists, steam engineering.

SCHOOL BUILDINGS.

The previous discussion of school finances shows that, with the contemplated gains and additions, the revenues for the coming year will be sufficient to provide for 5,000 Filipino teachers, or what is believed to be an adequate native force properly paid. There remains, as the most serious problem confronting the Bureau of Education, the question of adequate school buildings and furniture. After the payment of Filipino teachers very little remains from the municipal school funds for the repair of old buildings or the erection of new. These funds promise to be sufficient in the immediate future for no more than teachers' salaries, and in order to maintain a properly paid and competent force of Filipino teachers no effort should be made to divert them to other uses.

School buildings which were erected by the Spanish Government are still standing, and to some degree serviceable, in at least 374 municipalities. Their total number summarized from recent reports is 534. These buildings, though usually substantially built of stone or brick, are as a rule poorly lighted and seldom of a type that conforms to good schoolhouse designs. During the military occupation many of these buildings were occupied as Army storehouses or offices. In some cases they were destroyed in the course of war. Others have been rendered unfit for use by decay. In most cases, however, where the expense was justified, these buildings have now been reconstructed or repaired.

Building has been exceedingly expensive in the Islands ever since the American occupation, and, while less so now than at any time during the past five years, is still costly. Furthermore, school buildings were

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never erected by the Spaniards in the numerous hamlets of which each municipality is composed. The public-school building was always located on the plaza and was never built large enough to house more than a fraction of the children of the pueblo who are now presenting themselves for instruction.

Thus the narrow sites or poor construction of the Spanish schoolhouses, their inadequate size even where they still stand, the absence of buildings in the barrios, and the fact that no buildings whatever for secondary instruction were erected by the Spanish Government have compelled the Bureau of Education to begin practically at the bottom and plan an entirely new system of public-school buildings for the Islands. The plan adopted contemplates three kinds of school buildings—the barrio school, the municipal school, and the group of high-school buildings.

Municipal-school buildings should be erected in the town center for the teaching of the primary classes as well as those who will take the intermediate course. These buildings should be of durable materials, well constructed, and should be surrounded, as the present buildings are not, by playgrounds and room for school gardening, a "model Filipino house," and shops for elementary instruction in tool work. There should be one of these for each organized municipality in the Islands. In some cases, where two municipalities have lately been consolidated, such a school building should stand in the center of each of the old municipalities, and for the entire Archipelago probably not less than 300 new structures are needed. Where the old buildings are still serviceable an immediate effort should be made to secure as large a school ground as possible, and no expensive improvements should be made where such land is not obtainable.

For the instruction of the population scattered through the barrios of the municipality, there is needed a number of barrio schools in each school district. For the present these will have to be for the most part of cheap construction. Use should be made of native thatch and bamboo, which are known in the Philippines as "light materials." An effort is now being made to have set apart in every barrio a suitable piece of land for school grounds embracing from 1 to 2 acres, and to have this piece of land deeded to the municipal government as a permanent site of the school, cleared, improved, and inclosed with a fence. A piece of land of this size will permit of recreation grounds, ball field, and school garden. A suggestive plan of such grounds and buildings, which has been widely circulated among the division superintendents and in numerous cases is being followed, is attached to this report.

In the third place, there are the buildings necessary for the provincial schools. The plan of instruction for the several departments requires, rather than a single building, a group of buildings with an attractive

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campus on the pattern of a small American college. These buildings should include a central recitation hall with, in some cases, a separate auditorium and library building, dormitory cottages for both young men and young women, a building with four science laboratories, shops for wood and iron working, agricultural buildings, and, when possible, a gymnasium. Such a group of buildings necessitates a campus of at least 8 to 10 acres of land. The idea of a secondary school which previously has prevailed in these Islands has been a large, cloister-like structure situated in the heart of some municipality, and with no grounds or gardens except an interior court. It has taken a little effort to educate the public mind away from this type of school building. Early in the school year attention was called to the desirability of securing large grounds for future groups of buildings, and this was followed by the preparation of plans of a suggestive character which have been widely circulated among division superintendents and provincial boards. The result has been a gradual enlargement of the conception of a provincial school in the minds of the people and of the teaching force.

The work of school building, then, follows these three main lines:

First. The acquisition of suitable sites and buildings for the provincial schools.

Second. The repair, enlargement, or new construction of the municipal schoolhouses in the town centers.

Third. The construction of barrio schoolhouses in as many of the surrounding hamlets of a town as justify the opening of a school.

A splendid response has been given, especially to the first part of this programme, as will be seen by the following recapitulation of the steps taken by the provincial boards in the different provinces to this end:

Ilocos Norte.—The high school is at present accommodated in a temporary building in the town of Laoag. This building is partly of light material, but it is of excellent construction. The frame, floors, and exterior walls are of hard wood, and the roof is of iron. The building is inadequate for the present attendance, and permanent provision will have to be made at an early date for a suitable site and new buildings. The school will not, however, be removed from Laoag.

Ilocos Sur.—In this case the province secured by grant from the Insular Government an unfinished building begun in Spanish times as a cuartel for the Guardia Civil. This building stands in the center of the town of Vigan and unfortunately its location does not permit of extended grounds or campus. The advantage of possessing a building already in large part erected counterbalanced the disadvantage of location. To complete the building the province secured a loan from the Insular Government of ₱20,000 (Act No. 1076) and work was begun some months ago. It promises to be in satisfactory state for occupancy by January 1 ensuing.

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Abra.—A loan of ₱6,000 was also procured from the Insular Government by the Province of Abra for a high-school building. The utilization of this money has not yet been fully determined. It is probable that the province will turn over to the provincial school the former provincial building and that the money will be spent in the improvement and repair of this structure.

Union.—The site which has been selected adjoins the town of San Fernando and comprises about 8 acres of land. The provincial board has signified its intention to procure as soon as possible funds for commencing work on the most needed buildings.

Nueva Vizcaya.—The provincial board has secured a site in the town of Bayombong, where the school is at present established, and has plans to erect two buildings—one a central recitation hall and the other a shop for elementary work in wood and iron. Tentative plans for these two buildings have been prepared by the architectural draftsman of this Bureau.

Cagayan.—The high school here has been in operation for nearly two years and has attracted a very desirable class of students. The provincial board in the month of October last purchased, at an expense of ₱17,000, a very large private building from the Tabacalera Company with surrounding grounds which amount in all to 16½ acres. The provincial board has been exceedingly active in supporting this institution and is preparing now to build shops for wood and iron working along the lines and plans prepared by this Bureau. The board is also erecting a "model Filipino house" for teaching housekeeping, and is seeking a loan from the Insular Government in order to complete as rapidly as possible the series of buildings necessary for the full equipment of the high school.

Isabela.—A provincial high school was opened in this province last month. Previously there had been but one high school for the division and that was at Tuguegarao, the capital of Cagayan. The provincial board has not yet made any permanent provision for the erection of buildings or the securing of a site owing to the recent date on which the institution was opened.

Pangasinan.—The high school of Pangasinan is located at Lingayen and is at present accommodated in five large buildings rented by the provincial board. Propositions have been submitted to the four towns of Lingayen, Dagupan, Calasiao, and San Carlos for offers of lands and endowment for securing the provincial school. The proposition of Lingayen is to give a part of the municipal plaza, a tract now covered by a temporary market, and a bonus of ₱5,000. This offer will probably be accepted by the provincial board and the construction of permanent school buildings begun at an early date.

Tarlac.—The Province of Tarlac was the first to erect of its own effort a building for a provincial high school. The present structure faces the plaza, and, while the area of land at present owned is small, a larger

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amount can be obtained adjoining the present site. The building is of wood and of American type. It was completed last December. The province has also rented a building for a girls' dormitory in order to enable young women from surrounding towns to enter the provincial school and find a suitable home at the provincial capital.

Pampanga.—The provincial capital has been recently moved from the town of Bacolor to San Fernando, which has, from the time of its opening, been the site of the provincial school. The town of Bacolor has offered to donate to the province for the purpose of a provincial school a very excellent structure erected in Spanish times as an "Escuela de Artes y Oficios." The town of San Fernando has responded with a proposition to donate a considerable tract of land in that town as a campus and site for the provincial school and will probably also offer a considerable sum of money.

Bulacan.—In Bulacan there was great rivalry between the town of Baliuag, the present site of the provincial school, and Malolos, which has this year been made the provincial capital. Both towns offered sites of land and large bonuses of money. The offer of Malolos was accepted.

Manila.—In the city of Manila two high schools were opened in June a year ago and have made excellent progress. These schools are housed in rented buildings—one in the district of Tondo, the other in the district of Sampaloc. Owing to the great difficulty in obtaining suitable sites of land in the city of Manila, no permanent buildings for these schools have yet been erected, but a large new schoolhouse will soon be commenced in the district of Trozo, and other large schoolhouses are planned for other parts of the city.

Nueva Ecija.—There was keen rivalry here between the two towns of San Isidro and Gapan to gain the provincial school. Both towns offered admirable tracts of land. Gapan, which is an excellent school town, offered a wide choice to the provincial board. The town of San Isidro, however, has been finally selected by the board as the site for the high school, and the work of leveling and otherwise improving the site, which was donated by the acting governor, is already in progress. The Province of Nueva Ecija secured a loan from the Insular Government of $7,500, United States currency, for the purpose of erecting the most-needed buildings, and the cornerstone of the principal building has been laid. It is expected to be ready for occupancy by January 1, 1905.

Batangas.—The provincial board of Batangas purposes to secure an admirable site of land embracing about 8 acres adjoining the town of Batangas. They have also secured an appropriation, from the war emergency rice fund, of ₱50,000 (Act No. 775), and plans for the central recitation building were prepared some time ago by the Insular Architect. Work will soon be undertaken. Of the above amount, ₱5,000 has already been expended for the construction of a manual training school building.

Bataan.—The provincial school of Bataan, the little province across

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the bay from Manila, was opened only last June. About eighty pupils are in attendance. The governor of the province has been exceedingly solicitous for the establishment of this institution and has offered to the provincial board all necessary lands from his own private estate in the town of Balanga. The school is at present occupying a portion of the provincial government building.

Zambales.—The site for the provincial school has been selected by the provincial board. It lies between Iba, the provincial capital, and Botolan. Provisional plans have been drawn for the main building.

Laguna.—The provincial high school in this province has been transferred this year from Santa Cruz to Pagsanjan. It is at present housed in several excellent buildings rented by the provincial board. The town of Pagsanjan is ready to donate a considerable tract of land and to give other assistance to the school if the provincial board decides to make this the permanent site.

Rizal.—The site for the provincial school is not yet decided upon. The capital of this province has been transferred within recent months from Pasig to San Felipe Neri. The high school is at present at Pasig. It will probably be possible to secure an excellent tract of land in one of these two towns. The town of Malabon, which is situated in the part of Rizal north of Manila, has also secured an excellent piece of ground for an intermediate school, with provisions for shop work, boat building, and agriculture. This piece of land comprises about 300 by 225 meters and is the gift of the Insular Government. It was formerly a tobacco factory, "La Princesa," built years ago by the Spanish Government when it held a monopoly of tobacco manufacture. The stone walls of the buildings then erected are still standing and can in several cases be repaired and will make excellent school buildings. Attention is invited to drawings showing the plan for reconstruction prepared by the architectural draftsman of this Bureau. The wood and iron work of the minor buildings, with the exception of floors and roofs, the ornamental wrought-iron gates, arbors, etc., can be done by student work in the wood and iron working shops. The sash and doors of most of the buildings will be made by the woodworking shops as soon as same are in operation.

Cavite.—The provincial school is at present located in the town of Cavite, but as there is no site of suitable extent within the town, situated as it is upon a narrow isthmus, it will probably be necessary to make the permanent site of the high school elsewhere. At the present time the provincial institution is housed in a building formerly used as a Spanish hospital. Although in possession of the municipality, the title to these buildings is in dispute.

Tayabas.—The high school is at present located at Lucena, the capital, but a strong effort is being made on the part of the town of Lucban to

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secure its transfer to that town, and there appears to be little doubt but that a free gift of land can be secured from either town.

Camarines.—The provincial school is located in Nueva Caceres in a building rented by the provincial board. Negotiations are now under way whereby a large tract of land adjoining the town will be given to the province by the municipality as a permanent site.

Albay.—The provincial school is at present located in Guinobatan. The permanent site of the institution has not yet been decided upon by provincial board. The sum of ₱35,000 of captured insurgent funds was donated to this province for school construction. The provincial board has requested authority to apply this sum toward high-school buildings.

Sorsogon.—A fine tract of land adjoining the town was donated to the province, which also secured from the Insular Government an appropriation of ₱10,021.23 from captured insurgent funds (see Act No. 858) for the erection of buildings for this purpose. Plans for the main building are now under consideration.

Romblon.—An excellent tract of land, embracing about 8 acres, and lying on a slope immediately above the town of Romblon, was secured by the provincial board from the municipality and forms an admirable school site. A loan of ₱8,000 was secured by the provincial board from the Insular Government (see Act No. 1076), and plans for the first building have been prepared by the Bureau of Architecture. Construction is about to begin. Several thousand dollars' worth of lumber, stone, lime, and labor are being contributed by the municipalities of the province. This, in addition to the modest sum borrowed by the province, will make possible the construction of a central recitation hall. Temporary provision will also be made for workshops, for a tool house for agricultural implements, etc.

Mindoro.—A provincial high school is about to be opened at Calapan. It will be housed in the excellent municipal school building erected by the municipality last year.

Masbate.—The municipality of Masbate has donated a tract of land, embracing 12 or 15 acres, adjoining the town of Masbate, and the provincial board is seeking an Insular loan to erect the necessary buildings. These will consist of a central recitation building, dormitory, and shops.

Capiz.—The provincial school here is housed in the provincial government building. The province has so far been unable to make provision for either land or buildings.

Antique.—The provincial school is located at San Jose de Buena Vista, the capital town of the province. In spite of the poverty of this province, the provincial board has requested a loan from the Insular

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Government of ₱6,000 in order to purchase a private dwelling house and grounds which are offered for sale and which will make an excellent edifice.

Iloilo.—The provincial school here, which has an enrollment of 550 pupils, is housed in two buildings rented by the provincial board. A loan of ₱100,000 was requested by the provincial board of Iloilo from the Insular Government for the purpose of securing a site of land and erecting the necessary buildings. Owing to the state of the Insular Treasury this request had to be refused. The growth of this school and the great importance of Iloilo as an educational center demand some large and prompt provision for its permanent accommodation.

Occidental Negros.—A beautiful tract of land in the town of Bacolod was purchased outright by the municipality and given to the provincial board for a permanent site for the high school. This tract of land embraces about 8 acres and extends from the main street of the municipality to the beach. The municipality further made a large donation to the province of building stone to be used in the construction of the first building to be erected. The province secured from the Insular Government a loan of ₱20,000 (see Act No. 904). Plans have been prepared by the Insular Architect and the first edifice is now in course of construction. The provincial board also plans to put up at once a large shop building for iron and wood working, and will add the other buildings as their circumstances permit. This excellent provincial institution is at present housed in three buildings rented by the province, one used as a central recitation hall and the other two as dormitories for young women and young men.

Oriental Negros.—The municipality of Dumaguete has donated to the province a tract of land extending from the town plaza to the sea and embracing about 6 acres. The provincial board has secured a loan of ₱20,000 from the Insular Government for erecting a central recitation building and two dormitory cottages. During the coming year the high school will be housed in a large rented building provided by the province.

Cebu.—The high school here is temporarily accommodated in a large rented building which barely suffices for the 400 pupils attending. Adjoining the town of Cebu is a broad tract of land which the provincial board is willing and anxious to purchase as a permanent site as soon as they can secure the necessary funds. The provincial board by resolution requested the sum of ₱100,000 as a loan from the Insular Government for the purpose of putting up the necessary buildings, but the Commission was obliged to refuse this loan for the present.

Bohol.—The high school is at present located in Tagbilaran in a building which was formerly a municipal school building, with some classes in the provincial government building. A tract of land adjoining Tagbilaran was offered the province as a site for the school, but, owing to the rocky nature of the soil at Tagbilaran, which is partly

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disintegrated coral limestone, it has been judged better to seek another situation in order that instruction in agriculture may be given. The permanent site for the provincial school has, then, not been settled by the provincial board.

Leyte—The high school is at present located in Palo and is accommodated in three buildings, one of which is used as a recitation hall, one as a dormitory for young women, and the third as a dormitory for young men. A tract of land in the town of Palo was offered by the municipality as a permanent site for the high school, but it seems probable that the provincial board will decide upon Tacloban, the provincial capital, as a more advantageous site. In case the change is made to the town of Tacloban assurance is given that the municipality or private citizens will furnish an adequate tract of land.

Samar.—The high school here was opened last October and has proved a very successful undertaking. The provincial board has given it excellent support, securing the best building obtainable in the town for its accommodation. The board is now seeking to secure a suitable tract of land as a permanent site.

Surigao.—The high school is located at present in a rented building. The province has, however, requested of the Insular Government a loan of ₱40,000 for the erection of a suitable building, and has procured from the municipality of Surigao a desirable tract of land. The matter of the loan is now pending before the Commission.

Misamis.—A provincial school is about to be opened in Cagayan de Misamis. The teachers are now en route from Manila to their stations and the provincial board has promised full support. The division superintendent of Surigao, who is acting division superintendent of Misamis, has recently investigated conditions and conferred with the provincial officials, and advises this office that an excellent tract of land will be donated and that the provincial board will make all possible provision for building. A rather unique idea was submitted to the Commission by the municipalities of the Province of Misamis. It was to contribute a certain amount from the general municipal funds to the support and maintenance of the provincial school. Action upon their request for authorization has not yet been definitely taken.

Paragua.—This province has had no high school up to the present time. Pupils have, however, become sufficiently advanced to be in need of intermediate instruction, and the very small size of the municipalities of the province necessitates centralization of instruction in a few places where the pupils of the different towns of the province can be brought together. It is probable that the province will make provision for the establishment of a high school at Cuyo and of a school of intermediate grade at Puerto Princesa on the Island of Paragua.

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Moro Province.—A high school has been established in Zamboanga especially for the training of Moro and pagan teachers for the numerous nonpagan villages of the towns of its jurisdiction. Request has been made on this office for the plans for school buildings, and the Moro provincial council is definitely planning for the erection of necessary buildings.

The above summary shows a noticeable interest on the part of the provincial boards in securing permanent grounds and buildings for the high schools, especially when it is considered that the work so far accomplished in securing permanent sites was, with a single exception, commenced less than a year ago.

Turning next to municipal school buildings, reports have been secured from all but two divisions with nearly complete data. As stated above, the 534 or more buildings left by the Spanish Government have almost without exception been put into a fair condition of repair. Roofs which generally were destroyed during the progress of war have been replaced, new floors laid, and in many cases new windows and doors opened, allowing larger admission of light and air.

Under American rule up to December, 1903, there had been constructed 369 new school buildings. The greater part of these were built in the year 1903. These figures do not distinguish between schoolhouses built of stone or hard woods and of consequent durability and those built of light materials with grass or nipa thatched roofs, but about 40 are of the former class.

A comparatively large amount of school building has been accomplished within the seven months of the present calendar year. Most of these are barrio schoolhouses built of hard-wood frames, nipa or grass roofs, bamboo walls, and usually bamboo floors, although in some cases these are of hard wood. Between January and July, 1904, 395 schoolhouses were built or under construction. A considerable number not included in this figure have been contracted for or are under construction. These buildings give opportunity for the opening of schools in the barrios in line with the policy of the Bureau to extend primary instruction. Many of these buildings were put up by means of aid from the Insular Government under the Congressional relief act through the issue of rice for labor and materials. "Relief rice" for schoolhouse building was assigned by the Civil Governor to the following provinces: Capiz, Ilocos Norte, Batangas, Rizal, Laguna, Cebu, and Zambales.

The provinces making the greatest use of this rice were Ilocos Norte, which has built or has under contract for construction 77 barrio schools; Batangas, which by use of "relief rice" and other means has erected 70 barrio schools; and Cebu, where 40 schoolhouses have been built or the contracts made for them. The type of construction of these schools in Cebu is interesting. The walls are of lime plaster laid on bamboo framework.

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Summarizing these figures we have the following total of municipal and barrio school buildings:

Serviceable schoolhouses of Spanish construction	534
Built under American rule in the period ending December, 1903	369
Already built or under contract for erection in the calendar year 1904	600
Total	1,503

Of these last, 395 are practically completed.

Those left from the Spanish period which were of light materials and are no longer truly serviceable are not here included.

This leaves approximately 712 schools for which there are no public schoolhouses. According to reports, 333 of these were housed last year in buildings rented by municipalities. In the number of houses rented the school divisions show great differences. Camarines and Tarlac, both large divisions, rent none. The city of Manila rents 35 buildings, owning only 4, one of which is not serviceable, 2 are not of good construction, and only 1 of thoroughly good type. There is no Christian division in the Archipelago which is, in fact, so poor in public school buildings as the city of Manila. Bulacan owns 23 school buildings, but rents 65. Cebu owns 108 buildings and rents 36. Ilocos Norte owns 90 buildings, with a considerable additional number under construction, and rents but 1 at a rental of ₱2 per month. Ilocos Sur owns 116 and rents 13. Pangasinan owns 41 and rents 30. Union owns 34 and rents 22. Luguna owns 53 and rents 15. Tarlac, as previously stated, rents none and owns 65.

The order of divisions in point of ownership is: Ilocos Sur, 116; Cebu, 108; Ilocos Norte, 90, with 8 more under construction; Batangas, 93; Tarlac, 63; Iloilo, 65; Leyte, 62; Negros Oriental, 58; Laguna, 53; Negros Occidental, 48; Tayabas, 44; Pangasinan, 41; Capiz, 41; Samar, 34; Union, 34; Cavite, 33. The remainder of the divisions have less than 30.

The remaining schools to the number of 380 are housed in private residences loaned to the municipality without rental, a considerable number in convents or parish houses where these buildings are in the hands of the municipality and have been offered by the municipality for occupancy by schools, and a still larger number are held in the town halls or presidencias. A few small schools are held in the houses of the teachers.

The above discussion shows to how many sources the Bureau has been obliged to turn in order to secure housing for the constantly increasing number of children who are seeking primary instruction. As previously stated, municipal revenues, at present the only source for the construction of new buildings, are adequate for little more than the payment of municipal teachers. It would seem that the cost of permanent improvements, such as school buildings, which should be of a better type and more durable construction than those already existing, should not fall

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upon current school revenues. In the United States provision is usually made for schoolhouse construction by bonds or deferred payments of some character distributed over a term of years. Some provision similar to this is what is greatly needed by municipalities of the Islands in order to provide adequate and sanitary accommodations.

There is equally inadequate provision for school furniture. A comparatively large amount of money has been spent in the last year by municipalities in the construction of school benches and desks. The plan now generally adopted is to make a desk with seat attached that will accommodate two pupils, leaving aisles on each side. Such a desk built of native hard wood costs from 4 to 5 pesos. Twenty thousand individual desks of American make were purchased two and a half years ago by the Bureau of Education and distributed to the municipalities. These are at present mostly used in the provincial high schools or in the central municipal schools. They accommodate, however, only a small fraction of the children in attendance. The school furniture used under the Spanish Government suffered during the war, being scattered, consumed, and lost in many ways. The limited amount which was saved is heavy and unsuitable. In nearly every case each bench is made to accommodate at least six children, who are compelled to climb over one another in passing to or from class or in and out of the schoolroom, to the detriment of order and discipline.

Outside of Manila the absence of suitable contractors for making school furniture has occasioned considerable embarrassment to division superintendents, even where there were funds in the municipal treasuries that could be devoted to this end. In a good many cases orders have been placed in Manila through this office, the desks being constructed according to plans furnished by this Bureau and shipped out to the provinces "knocked down." In a number of cases, however, the provincial supervisor has assisted by having school furniture made in his shops or by prisoners under his supervision.

THE TECHNICAL SCHOOLS AT MANILA.

Schools maintained by the Philippines for the direct preparation for a profession or trade are three: The Philippine Normal School, established in 1901; the Philippine School of Arts and Trades, established in 1901; and the Philippine Nautical School, established in 1839 by the Board of Commerce of Manila and reopened soon after American occupation.

THE PHILIPPINE NORMAL SCHOOL.

During the past year this institution has made gratifying progress. The attendance has increased by one-third and the requirements for entrance have been raised very materially. A corresponding improvement in the quality of students entering has been noted. The work of the

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high schools throughout the provinces has shown itself not only in the better preparation of those entering the lower classes but has also given a considerable number of desirable students for the more advanced classes. All of the fifteen members of last year's graduating class are now teaching in the public schools.

A departure was made this year in the admission of advanced students who do not expect to become teachers. Courses in advance of those offered in the provincial high schools have been announced. These are adapted to prepare students for entering American colleges or the future University of the Philippines.

The school has excellent facilities for work in the sciences, and the students have proved their ability in the close and accurate observation and reasoning required in these courses. The scientific equipment has been greatly increased during the past year.

The course of study has been rearranged to conform to the courses prescribed by the General Superintendent, and the relation between the provincial high schools and the Normal School is now so close that students from the one may transfer to the other without break.

The dormitory for girls has been most satisfactory in its working. More than fifty girls from the provinces are living there. By supplying such a home many representatives of the best families throughout the Islands have been secured for training as teachers. These girls manifest a keen interest in American social customs and the manner of conducting a home. Many of them have voluntarily restricted themselves to the use of the English language.

More attention is now being paid to the physical development of the students. The boys are being given military drill, while careful gymnastic training is provided for the girls. This feature of their work seems to appeal strongly to the entire body of students. The boys are participating more freely in voluntary athletic sports now than formerly.

The following statistics are taken from the Normal School report for the month of July, 1904:

	Boys.	Girls.	Total.
Enrollment	360	167	527
Average attendance	304	147	451

THE PHILIPPINE SCHOOL OF ARTS AND TRADES.

In the past year there has been great increase in interest in the work of this school. This is especially gratifying, inasmuch as a year ago there was some difficulty in securing the attendance of desirable students sufficient to fully use the accommodations provided. In the current year it has been necessary to decline fully 75 applicants. The present equipment of the school is adequate for about 150 pupils. By conducting

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both day classes and night classes, 270 pupils in all are now receiving instruction. The following table indicates the increase in the present year in the day classes:

Study.	September, 1903.	September, 1904.	Increase or decrease.
English branches	110	150	+40
Drawing	67	120	+53
Metal work	11	44	+33
Woodwork	51	70	+19
Telegraphy	37	30	— 7

There is no difficulty in keeping the attendance up to the limit of accommodation. It has been found that if a pupil drops out there are now many applicants for his place. Interest is by no means confined to Manila. Of the total enrollment at the close of last school year more than half were from 21 of the outside provinces, Bulacan and Rizal being most largely represented. The class of pupils in attendance is also of better quality than formerly. There is greater willingness on the part of pupils to take up the harder kinds of manual work—a point which is significant of the possibility of development of industrial work in the Philippine Islands.

The following additions to equipment have recently been made: For the iron-working shop: One 16-inch by 6-foot engine lathe, one 12-inch by 6-foot engine lathe, one 10-inch by one-half-foot lathe, one 14-inch shaper, one milling machine, one upright drill, one sensitive drill, one cutter and reamer grinder, one twist-drill grinder, one wet tool grinder, and a good assortment of hand tools for those taking the course in mechanics. For the woodworking shops: One surface planing machine, one circular-sawing machine, one band-sawing machine, one 18-inch pattern makers' lathe, six 11-inch wood-turning lathes with the necessary chisels and gouges, etc., and one power grindstone. An assortment of bench tools, sufficient for a class of 24, and a similar equipment for wood carving have also been added. Two kerosene engines of 6 and 8 horsepower, respectively, furnish power for the machines.

The city of Manila has recently appropriated ₱50,000 for the erection of buildings which are to be loaned for the use of the school. The site in view comprises a block of land containing 7,787.50 square meters. It is in the Santa Cruz district, near the center of the Filipino population of Manila, and on the line of the new electric railway. This site gives ample room for future development and growth.

The school has furnished 40 telegraph operators to the Philippines Constabulary. These young men have done their work satisfactorily and many have been promoted. The drawing department has furnished six men for work, four being teachers and two draftsmen. This department has also assisted the office of the General Superintendent by making

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charts and drawings for bulletins of the Bureau and various drawings for school buildings.

In the output of the carpentry and ironworking departments of the school the following are noted: Drawing and kindergarten tables for the Manila schools; cabinets and typewriter tables for the Trade School; drawing boards for the provincial high schools; sketching boards for the Normal School; sample desks, etc., besides the laying of pipes and making water connections with the Trade School shops; building stands for skins in shops and blue-printing rooms; repairing faucets and plumbing in the Normal School, and making many small tools and models for use in shops and drawing classes.

THE PHILIPPINE NAUTICAL SCHOOL.

The Philippine Nautical School, the oldest educational institution in the Islands under the supervision of the Bureau of Education, was established by the Board of Commerce of Manila in the year 1839. The school was begun in a building on Calle Cabildo, Intramuros, the exact location of which is not certainly known, and was conducted in this place until the year 1863, when the building was totally destroyed by an earthquake. The friends of the institution, unwilling that it should cease to exist, secured a site on Calle San Juan de Letran. About 1884 the school was removed to Calle Palacio and in 1898 to its present site on Calle Santa Elena, in the district of Binondo.

The study of mathematics has always been made the strongest feature of the course, and from time to time a considerable sum of money, amounting in all to something over $10,000, was provided by the Board of Commerce and expended for equipment by the educational officials of the Spanish Government, some of the apparatus being yet in the possession of the school and in use in its work.

Several additions to the school equipment have recently been made, including a valuable chronometer and four 10-oar 28-foot boats.

Before the end of Spanish rule the school had been placed under the direction of the civil government of the Islands, and at the time of the American occupation of Manila it was under the superintendence of Señor José Gamero.

Political changes have not affected the workings of the school except to introduce English text-books and American methods of instruction. The American authorities, recognizing the value and merit of the institution, made immediate provision for its continuance; and, under a new and vigorous administration by American directors, the scope of its work has been widened, the attendance increased, and the standard of work raised.

The present school building accommodates 150 students. It is proposed to obtain a better building or to transfer the entire student body to a

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large vessel. In the latter case there would be no need for a school on land.

All necessary nautical instruments are provided for the department of navigation, and equally adequate equipment made for the department of seamanship.

Next year a small gymnasium will be fitted up. At the present time, with the exception of work in small boats and on large vessels during the vacation, the physical exercises are confined to setting-up drills, infantry drill, seamanship drill, boxing, fencing, singlesticks, baseball, and football.

The physical laboratory is located on the first floor and has been newly equipped with up-to-date apparatus and supplies, the demonstration outfit being somewhat better than the average high-school or normal-school equipment in the United States.

The departments of geography and astronomy are provided with a good telescope, tellurians, celestial and terrestrial globes, maps, and various other supplies.

Enrollment, September 1, 1904, 121; average attendance, 115.

MUSIC, DRAWING, AND KINDERGARTEN.

Work in these lines has been conducted in the city schools of Manila during the past year. Owing to the necessity for special teachers for these lines of work this instruction while in the experimental stage has been limited with a few exceptions to the city of Manila. The effort has been to discover what class of instruction and what rate of progress would be made by the pupils in these special branches before organizing systematic work for the entire Archipelago, and the city of Manila naturally furnishes the field for these experimental undertakings.

These branches appear from the experience of the past year to be abundantly justified. An effort is now being made to organize systematic instruction in music in all provincial high schools, and from these to extend it to the municipal schools. Similarly, the teaching of drawing in Manila affords encouragement for making this study a prescribed part of both the primary and intermediate work. These three branches, no less than any others, demand the training of a sufficient number of Filipino men and women in order to extend instruction throughout the Islands. The work so far conducted has had as one of its largest aims the shaping of a course of training for teachers of these branches. A more specific account of the work of the past year follows.

MUSIC.

The study of music was introduced in the city schools of Manila in September, 1903, under the direction of a supervising expert. Model lessons were given for the benefit of the teachers and general directions issued to each school as a basis for daily musical instruction. Subse-

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quently normal classes for the training of Filipino teachers were successfully organized.

The Filipinos are naturally a musical people, and the children hail with delight the music lesson. It has been found difficult to subdue the voices and improve the quality, but much has been accomplished by means of voice exercises and individual instruction, and it has been found that the development of a soft, mellow quality in the singing voice has beneficial effects on the speaking voice. Sight reading has been made an important feature, but without overlooking the fact that song singing and sight reading devoid of a musical voice quality is very injurious to young voices. The subjects of time and accent have received careful attention and emphasis. The improvement in tone perception has been very gratifying. In many instances the classes have shown ability to hear quickly and correctly, to grasp, retain, and reproduce groups of three, four, and five tones sung consecutively. The musical interest is also strong in the provinces, and a course in music was arranged in February, 1904, and a copy of the same placed in the hands of every teacher throughout the Islands.

In June, 1904, the General Superintendent called together from several provinces representative teachers qualified to direct the music in the divisions, and these teachers met in a conservatory of music at Manila June 13, 1904, for instruction by the supervisor of music. Each branch of the subject was discussed, and practical instruction given in tune, time, reading, voice, quality, and range. The convention lasted one week. A new course of study is now in preparation which will aid greatly in systematic carrying on of music work in these schools.

DRAWING.

This subject was introduced into the Manila schools upon a systematic basis in January, 1903. Enough has been done to demonstrate that the Filipino pupil is exceedingly interested in the work and has unusual ability in this direction. He has shown much talent in original conception and artistic execution. The work is carried on by a staff of nine Filipino drawing teachers, one American teacher for the secondary and American schools, and a supervisor. These teachers are brought together each week for instruction in the work to be done during the succeeding week. During the past year a pamphlet has been prepared by the supervisor and has been sent to all teachers of drawing with a view to unifying the work throughout the Archipelago.

A course of study is being prepared in the form of books for the pupils and a manual of instructions for the teachers. For the future work in the provinces it is proposed to establish in Manila a small training school for Filipino drawing teachers. Under competent instruction the Filipino drawing teacher becomes thoroughly qualified to do

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this work. He is not so transient as the American teacher and is equally competent in this subject.

KINDERGARTEN.

This work has been rapidly developed in the past year. Seven kindergartens are maintained, one being for English-speaking children. Seven American teachers are engaged in this work in Manila under the direction of a highly qualified supervisor. There are twelve Filipino assistants. The attendance has been good and the interest excellent. In many cases there have been applications for membership far exceeding the capacity of the schools. Mothers' meeting have been held, with exhibits of the work of the children, and these seem to have been enthusiastically received, the attendance often running as high as fifty.

As stated above, the work has as one of its objects the training of young women to give kindergarten instruction in the provinces. The desire is to have a successful kindergarten established in each provincial capital, not only for value to the children attending but also as an exhibit to the public of correct teaching principles and as a feature of the training of the primary teacher.

SCHOOLS FOR PAGAN TRIBES.

In the preceding portion of the report figures relating to population, taxation, school attendance, etc., have embraced only the Christian population of the Islands. Very little teaching has yet been done among the pagan tribes. These peoples are found in considerable numbers, yet it will be some time before anything more than tentative experiments for their education can be undertaken. There are a few wild inhabitants in Panay and Negros (the Bukitnon) and a similar but more numerous element in Misamis and Surigao. Eventually, of course, these people should have instruction at public expense and be assisted toward civilization. No schools have been started for the Mangyan of Mindoro, but even the Christian towns of this island have received so little in the way of public instruction in the past that the work of the Bureau in this province will probably be entirely devoted to them for some time to come. On the Islands of Busuanga and Paragua there is a small, scattered pagan element and in the south of Paragua a Mohammedan Malay element. No schools have as yet been established for these people. The only practical plan in view is to secure a few bright representatives of each settlement or band and educate them at some provincial school to become instructors and leaders of their own people. In the Province of Zambales one school has been established in the barrio of Botolan for Negrito children—the only effort being made at present to educate these little blacks. The experiment has not yet proceeded far enough to indicate anything. In northern Luzon, however, in the Cordillera

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Central, the pagan element is numerous and relatively very important. Here is the great stock of primitive Malayan tribes known as the Igorot. These people number something over 200,000, being most numerous in the old Spanish politico-commandancias of Bontoc, Quiangan, Lepanto, and Benguet, and in the Province of Abra. Schools were established among the Igorot of Benguet three years ago, but there have been few results proportionate to the effort made. It is desirable, however, that a few young men in each of the strong and powerful towns which cover the steep mountain sides of the Cordillera should receive the rudiments of an English education, and thereby be able to serve as interpreters and local officials among their own people. The Spanish system was to place an Ilocano with the title of "directorcillo" in each of these towns as soon as they were conquered or subdued. These officers, as representing Spanish authority, practically governed the towns. Their presence was and is distasteful to the Igorot, who are beginning to appreciate the advantages that would accrue to them through having members of their own tribe competent to represent the Government. With this object in view, training schools have been established for Igorot boys at Baguio, Benguet; Cervantes, Lepanto-Bontoc; in Quiangan at the site of the old Spanish cuartel and mission station, and at Alilem, Amburayan. These schools have not yet progressed very far. The one at Baguio is the oldest and most fully organized. Appropriation was made by the Insular Government for school buildings and a central recitation building with several other buildings for the accommodation of the boys have been built. These buildings are, however, of poor type. Something over 100 boys were in attendance at this school last year. At Bontoc a school building has been erected and is now complete, costing ₱560.39 to the Government. Some 60 boys have received profitable instruction at this school in the past year. At Cervantes a site has been chosen and an appropriation of ₱4,000 made by the Government. At Quiangan, which is the very heart of the head-hunting region, occupied by a fierce but industrious people numbering altogether about 40,000, very interesting work has been begun under a teacher of large experience in Indian schools in the United States. School gardening and elementary tool work have been started here. An appropriation is needed for the construction of buildings.

A provisional course of study covering about four years has been outlined for these Igorot schools. It provides for instruction in the English language to a point where a child can speak, read, and write it readily, for elementary arithmetic, for enough geography to give the child an idea of the world existing outside of his own wild mountains, and some study of the plant and animal life of his own mountain region. Industrial work is planned to cover agriculture, elementary carpentry work, and elementary iron work. In a few Igorot towns skillful iron work is done by the people. This industry being altogether localized, the hammers and

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anvils are of stone and the bellows are of the rude cylindrical style common throughout Malaysia. Yet with these tools the Igorot produces very carefully made bolos, axes, and spears. He is naturally interested in improving his iron work and the tools with which he conducts it, and there promises to be no difficulty in securing a large attendance of boys for this kind of instruction. In iron work, as well as in carpentry, the instruction will be simple in character and limited to teaching dexterity in the use of a few useful American tools. On the other hand, the teaching of agriculture must be advanced and scientific in character. The Igorot is already the best and practically the only scientific agriculturist in the Philippines. At enormous labor, extending over many generations, these mountain people have built up astounding terraces covering the mountains mile after mile. These terraces are usually under irrigation. They are carefully fertilized and tended. The crops are camotes, rice, tobacco, taro, several vegetables, and cotton. Igorot agriculture can, however, be benefited by the introduction of improved seeds, by the destruction of noxious insects, and by making more general the cultivation of certain products which are now localized.

For the girls, industrial work will center around the teaching of spinning and weaving. As stated above, cotton is raised, but only in a few localities. Most of the cloths which circulate among these wild people are obtained from the Ilocano population of the valleys. They bring very high prices. In some localities the Igorot do beautiful spinning and weaving, but on a very limited scale. The plan is to introduce the large family loom of the Ilocano, thereby affording an industry for the women that will relieve them from agricultural toil and be of benefit to the people. An appropriation of $1,500 was made by the Commission for the establishment of a school for girls at Bua, Benguet, where, in addition to English and housekeeping, this improved way of spinning and weaving cotton will be taught.

SCHOOLS IN THE MORO PROVINCE.

Since the organization of the Moro Province under special form of government in September, 1903, the schools of southern Mindanao and the Sulu Archipelago have been administered separately from this Bureau. The school superintendent for this region is one of the five members of the provincial council.

The school problem presented here is an exceedingly difficult one. The population is of three kinds: A small Christian population which followed the Spanish soldiers and missionaries into southern Mindanao and formed settlements in the vicinity of the Spanish forts; the Mohammedan population, which comprises the large majority of the inhabitants; and the pagan tribes living in the hilly interior of the mainland of Mindanao. By none of these three classes are public schools thoroughly welcomed.

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The Christian population is devotedly attached to their own parochial schools, which are supervised by Jesuit missionaries who have returned to their parishes. The Moros retain all the conservatism of the Mohammedan devotee everywhere, and have been unable to decide whether the American is to be accepted or resisted. The pagan tribes are in a state of barbarism in which it is impossible for them to understand the reason or advantages of schools.

In spite of these difficulties, public education, especially in the last year, has made encouraging progress in this part of the Archipelago. The organization of the government of the Moro Province led to a marked change in the management of the public schools. Their administration was centralized and sufficient funds secured for their support. By Act No. 17 of the Moro legislative council all schools of the Moro region were made provincial institutions. During the past year 52 such schools were in operation, 10 of which had been newly established. The majority of these are among the Christian tribes and attended for the most part only by Christians, but there are 7 which are attended by Moros and 2 by pagan Bagobos in the Gulf of Davao. There are on duty in this province 15 American teachers and 54 native teachers, 9 of whom are Mohammedans. These are all paid from provincial funds. The total enrollment of these 52 schools was 2,114, of whom the boys numbered 1,289 and the girls 825. About 240 of these pupils were Moros, 110 Bagobos, and the balance of Christian parentage.

A four years' course of primary instruction has been put into effect by the school superintendent of the province. It covers much the same ground as the primary course prescribed by this office for the Archipelago. The study of English has had foremost attention, but the Moro Province, unlike other parts of the Archipelago, requires some attention paid to the native languages. The Christian population of southern Mindanao, and especially that of Zamboanga, speak a corrupt Spanish, the native dialects having disappeared. The Moros speak a number of different dialects, nearly all of which have been reduced to writing by means of Arabic characters. The number of Moros who can read and write in the native characters is estimated by the superintendent of schools as 8 per cent, 4 per cent among the Sulus, less than 2 per cent among the Samals.

A very successful vacation institute was held in Zamboanga for four weeks during the month of April. The total attendance was 88. A secondary school at Zamboanga has also been established within the last few months. Its aim is to train young men and women for the Government service, and especially for the vocation of teaching. Special efforts are being made to secure the attendance at this school of young Mohammedan Malays.

The Moro Province appropriated ₱85,230.85 for educational purposes for the nine months ending July, 1904, and the expenditures were ₱46,898.17, leaving an unexpended balance of ₱38,341.68. As the Moro

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and pagan districts become organized and conditions become thoroughly peaceful, there promises to be a greater demand for schools. At least 10 new schools, it is expected, will be established in the near future.

WORK OF OFFICE OF THE GENERAL SUPERINTENDENT.

The office of the General Superintendent is at present organized in the following divisions:

The assistant to the General Superintendent, with 2 stenographers.

The division of records, with 1 record clerk and 6 clerks.

The division of statistics, with 1 head, 1 stenographer, and 2 clerks.

The disbursing division, with disbursing officer and 3 clerks.

The property division, with the property clerk, 1 stenographer, and 4 clerks.

In addition there is a special-order clerk with one assistant, an architectural draftsman with one assistant, and the stenographer to the General Superintendent, who report directly to the General Superintendent. This makes a total force of 29, 21 of whom are Americans and 8 Filipinos.

The work of this force during the past year has been exceedingly heavy. The closer organization effected between the general office and the offices of the division superintendents, the very large amount of correspondence carried on with teachers, the heavy correspondence incident to the passing of the teaching force under the civil-service regulations, the radical changes which have been made in the character of the teachers' work, in the courses of instruction, in plans for school buildings, etc., have increased the amount of correspondence 520 per cent over the previous fiscal year. This fact may be evidenced in another way by stating that the files in the record division from the organization of the Bureau to July, 1903, fill 37 cases, while for the year July 1, 1903, to July 1, 1904, they fill 90 cases. The number of original communications in the office has averaged, since the first of July of the present year, 105 per day, besides an average of 20 indorsements and 15 telegrams. In addition to this the record system has been entirely changed to correspond with that used by the office of the Executive Secretary for the Philippine Archipelago. Every communication is now cross-referenced with an average of four index cards.

This increase in the office work has been accomplished, although with great difficulty, with the addition, previous to July 1, of only one American clerk. In the appropriation bill for the current year two American clerks were dispensed with and six additional Filipino clerks provided for, with the slight reduction of the total amount appropriated for the General Superintendent's office over the appropriation of last year. The work, however, continues to be too heavy. Every employee in the office each month reports an overtime service, which in several cases has exceeded sixty hours in a single month.

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Moreover, the necessary absence of the General Superintendent in the field a considerable proportion of the time urgently demands the appointment of a deputy general superintendent. The position of assistant to the General Superintendent, most excellently filled though this position has been during the past year, comprises also that of a chief clerk with general charge of the office. What is needed is the creation of the position of a deputy general superintendent who can, in a large degree, share with the General Superintendent the very important work of school inspection in the provinces, and who, by reason of qualifications and emolument, will command the respect and consideration of the very able force of division superintendents.

The routine work, despite the repeated efforts that have been made to effect a change, continues to fall far too heavily upon the General Superintendent. The school conditions throughout the Islands demand constant and careful personal attention, which the General Superintendent is, to a large extent, unable to give under the present organization of work. The matter of visits by the General Superintendent or a representative is of extreme importance. Since September, 1903, the General Superintendent has visited the schools in 26 provinces, but there still remain in the Archipelago 8 provinces which have never received a visit from a General Superintendent. It has been impossible to visit them the past year. As a result, this office finds itself imperfectly informed and somewhat out of touch with the school work in those divisions and unable to assist as intelligently and wisely as is to be desired. There are 40 provinces in the Archipelago. Each of these should receive at least one annual visit by a General Superintendent or his representative. Considering the traveling conditions, a week to a province is not too much to allow, and even this permits the visiting of only a limited number of towns. Forty weeks is, however, the entire school year. It is manifest that, if the General Superintendent is to visit each province each year, there is no time left him for the conduct of other business.

THE DIVISION SUPERINTENDENTS.

The division superintendent holds the pivotal position in the Bureau of Education. He is the immediate head of all school work conducted in his province or division. All teachers and principals report to him and are immediately subject to his direction. He appoints all municipal teachers. His recommendations are very largely considered in the promotion of American teachers and Insular native teachers. He has under his immediate direction in some instances as many as 50 American teachers and 200 Filipinos. He is the representative of the school work before the provincial board and in cases is a member of the provincial board—the governing body of the province. All correspondence from or to

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teachers passes through his office. He distributes school supplies and is accountable for the school property of the division to the Auditor of the Archipelago. He has daily business relations with the provincial board, the presidents, and other municipal officers of every town, with the American teachers, the Filipino teachers, and close personal relations with the entire Filipino population of his province. With him rests to a very large extent the good discipline of the force, the attitude of the teachers toward their duties, and the general efficiency and success of the school work. A large part of his time is spent in travel from town to town, a work not only onerous but frequently accompanied by danger from storms, high water, dangerous seas, ladrones, and epidemic disease. The work makes demands upon every high quality a man may possess. It calls for courage, judgment, tact, and sympathy. It is the opinion of the General Superintendent that this body of men is to-day one of the most respected and influential forces in the Archipelago. Their qualities—physical, mental, and moral—are exceptionally high.

It is with extreme pleasure that the General Superintendent is able to report that the Commission in its last appropriation bill provided for an increase in the salaries of division superintendents. This is as follows, the increases being confined to the lower ranks of salary: One division superintendent, at $3,000 per annum; 3 division superintendents, at $2,500 per annum each; 6 division superintendents, at $2,250 per annum each; 5 division superintendents, at $2,000 per annum each; 8 division superintendents, at $1,800 per annum each; 8 division superintendents, at $1,600 per annum each.

Another change effected by this bill (Act No. 1225) was the separation of division superintendents from any specific division, making it possible to assign a school superintendent to duty in any part of the Islands without reference to the salary he is receiving, and with sole consideration of the work for which he is most needed. By decision of the honorable the Secretary of Public Instruction the division superintendents are now, in the matters of vacation leave and accrued leave, upon the same footing and subject to the same conditions as govern other employees in supervisory capacities. Attention is invited to Appendix G for the enumeration of the men who have filled these positions in the last year.

RECOMMENDATIONS FOR THE ESTABLISHMENT OF A UNIVERSITY.

It is recommended that action be taken at an early date looking toward the establishment of a University of the Philippines. Such action need not call for immediate appropriation. The present would not justify the organization of this university on an expensive scale, but it is believed that the time has now arrived when definite steps should be taken looking to the opening of courses for professional training com-

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mencing in June, 1905, and for the opening of undergraduate courses in June, 1906.

It is not anticipated that there will be more than a very few pupils prepared by the public schools for admission to an undergraduate course leading to a bachelor's degree before June of 1906. Those who will present themselves a year earlier have been trained either in Spanish institutions of Manila or in high schools of the United States. It is believed, however, that there is a very considerable number of young men—graduates of Spanish colleges in the Philippines, and, in some cases, of professional schools—who are desirous of taking up professional studies in medicine, law, engineering, or applied sciences. Almost every province in the Islands has a few of these young men who are not sufficiently trained to undertake regular professional work and who are largely unoccupied and without occupations because of the lack of schools for such instruction. It is believed that if lectures and seminars in the above professional subjects were organized to commence June, 1905, a very respectable attendance of young men from all parts of the Islands could be secured and that the establishment of such work would encourage and inspire the Filipino people in a very considerable degree. It would, moreover, provide for the continuance of the system of public instruction beyond the primary and intermediate grades and the high schools to undergraduate and professional courses.

It has been already recommended by the General Superintendent to the Commission that provision be made by law for the immediate appointment of a board of trustees to whom should be intrusted the conduct of the university, and for the appointment of a chancellor, to serve for the present without compensation. An examiner and registrar of the university would be the only salaried employee immediately necessary for the preliminary work of organization and the opening of professional courses. The lectures, seminars, and personal direction of the students could be accomplished through the utilization of the very large number of trained specialists who are already serving the Philippine Government in various capacities.

DAVID P. BARROWS,
General Superintendent of Education.

The SECRETARY OF PUBLIC INSTRUCTION, *Manila.*

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APPENDIXES.

APPENDIX A.

Table of teachers, etc., by provinces.

Division.	Number of schools.							Number of school-houses.	Number of teachers.			
	Day.					Night.	Total.		American.	Native.		Total.
	Primary.	Intermediate.	Provincial.	Technical.	Total.					Insular.	Municipal.	
Albay and Sorsogon	50	------	2	------	52	9	61	21	31	7	79	117
Camarines	60	1	2	------	63	7	70	18	26	10	80	116
Batangas	61	3	1	------	65	12	77	[a]93	23	7	99	129
Benguet	3	------	------	------	3	------	3	6	------	------	------	------
Bohol	148	------	1	------	149	7	156	127	23	13	129	165
Bulacan	94	1	1	------	96	15	111	23	25	9	120	154
Cagayan and Isabela	77	------	1	------	78	3	81	23	22	5	123	150
Capiz	67	------	1	------	68	5	73	41	19	10	44	73
Cavite	56	------	1	------	57	11	68	33	23	9	29	61
Cebu	155	------	1	------	156	14	170	[a]88	32	16	189	237
Ilocos Norte	83	------	1	------	84	10	94	[a]90	24	15	100	139
Ilocos Sur and Abra	181	1	2	------	184	14	197	[a]151	30	14	169	213
Iloilo and Antique	73	------	2	------	75	14	89	87	52	17	207	276
Laguna	84	------	1	------	85	10	95	53	25	10	162	197
Leyte	71	------	1	------	72	8	80	62	28	8	96	132
Lepanto-Bontoc	7	------	------	------	7	1	8	3	4	------	------	4
Manila	36	------	3	3	42	208	247	4	96	4	167	167
Masbate	29	------	1	------	30	5	35	24	8	8	29	45
Mindoro	28	------	------	------	28	1	29	38	6	5	39	50
Misamis	66	------	1	------	67	2	69	------	3	2	117	122
Moro	48	------	1	------	49	------	49	------	15	------	56	71
Occidental Negros	69	------	1	------	70	13	83	48	38	11	106	155
Oriental Negros	70	------	1	------	71	7	78	58	18	10	130	158
Nueva Ecija	43	------	1	------	44	10	54	22	15	7	62	84
Nueva Vizcaya	15	------	1	------	16	3	19	19	7	4	30	41
Pampanga and Bataan	85	------	2	------	87	14	101	40	29	10	126	165
Pangasinan	99	1	1	------	101	14	165	41	29	14	143	186
Paragua	9	------	------	------	9	------	9	7	4	------	8	12
Rizal	58	1	1	------	60	11	71	14	21	8	107	136
Romblon	20	------	1	------	21	4	25	18	10	3	29	42
Samar	49	------	1	------	50	3	53	34	18	4	37	59
Surigao	54	------	1	------	55	3	58	65	13	5	59	77
Tarlac	32	1	1	------	34	8	42	29	16	7	57	74
Tayabas	75	3	1	------	79	6	85	44	28	18	105	151
Union	49	------	1	------	50	4	54	34	17	10	46	73
Zambales	29	------	------	------	29	4	33	17	9	8	47	64
Total	2,233	12	38	3	2,286	460	2,792	1,484	787	288	3,126	4,195

[a] Includes recently built barrio schools. Enrollment and attendance are of August 1, 1904.

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Table of school population, enrollment, and attendance, by provinces.

Division.	Population.	School population.	Enrollment.	Attendance.
Albay and Sorsogon	360,821	72,164	7,000	6,300
Camarines	239,405	47,881	6,680	5,450
Batangas	257,715	51,543	6,543	5,470
Bohol	269,223	53,844	23,000	13,000
Bulacan	223,742	44,748	11,657	8,262
Cagayan and Isabela	232,670	46,533	4,629	3,455
Capiz	231,721	46,144	8,167	5,974
Cavite	134,779	26,955	7,578	5,429
Cebu	653,727	130,745	16,272	9,330
Ilocos Norte	178,995	35,779	12,108	10,215
Ilocos Sur and Abra	239,091	47,818	16,000	11,000
Iloilo and Antique	544,481	88,896	18,090	12,142
Laguna	148,606	29,721	11,874	8,742
Leyte	388,922	77,784	9,600	7,692
Manila	219,928	43,985	6,773	5,672
Masbate	43,675	8,725	2,200	1,800
Mindoro	39,582	7,916	2,114	2,200
Misamis	138,329	27,666	611	427
Moro	41,149	8,229	2,114	1,582
Occidental Negros	308,272	61,654	12,009	8,243
Oriental Negros	201,494	40,298	9,283	8,131
Nueva Ecija	134,147	26,829	4,317	3,093
Nueva Vizcaya	62,541	12,508	2,279	1,956
Pampanga and Bataan	270,543	54,107	9,197	7,400
Pangasinan	[a]397,902	75,580	12,197	9,100
Paragua	35,696	7,159	857	446
Rizal	150,923	30,184	7,594	5,634
Romblon	52,848	10,569	2,800	2,500
Samar	266,237	53,247	21,169	[b]3,261
Surigao	115,112	23,022	2,431	1,756
Tarlac	135,707	27,021	3,600	3,300
Tayabas	204,739	40,947	10,000	8,500
Union	137,839	27,567	5,911	4,433
Zambales	104,549	20,923	2,760	2,259
Total	7,165,110	1,408,691	279,414	194,154

[a] 441,600. (See census bulletin.)
[b] Small attendance due to recent military operations.

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APPENDIX B.

Table showing, by provinces, the municipal appropriations for school purposes per capita of their Christian population.

Province.	Municipal appropriations for school purposes.	Appropriation per capita of Christian population.
Abra	[a]	
Albay	[a]	
Ambos Camarines	₱33,334.00	₱0.14
Antique	8,033.57	.06
Bataan	5,171.14	.11
Batangas	24,346.21	.09
Bohol	[a]	
Bulacan	64,807.85	.29
Cagayan	66,892.00	.46
Capiz	7,099.24	.03
Cavite	16,981.79	.12
Cebu	62,367.57	.09
Ilocos Norte	31,892.35	.18
Ilocos Sur	[a]	
Iloilo	39,576.94	.09
Isabela	13,305.00	.10
Laguna	45,421.10	.30
Leyte	30,115.73	.08
Manila	337,116.03	1.53
Masbate	3,122.00	.07
Mindoro	[a]	
Negros Occidental	26,215.93	.08
Negros Oriental	17,267.92	.09
Nueva Ecija	17,207.99	.12
Nueva Vizcaya	[a]	
Pampanga	21,615.50	.09
Pangasinan	78,572.53	.19
Paragua	[a]	
Rizal	39,109.27	.26
Romblon	7,513.33	.14
Samar	[a]	
Sorsogon	38,566.42	.32
Surigao	3,250.38	.03
Tarlac	30,922.78	.23
Tayabas	22,942.25	.11
Union	15,519.69	.12
Zambales	6,671.21	.06

[a] Data not obtainable.

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APPENDIX C.

Night-school statistics for August, 1904.

Division.	Allowed.			Used.	Difference.	Enrollment.	Attendance.	Number of nights.	Per cent of attendance.
	Of 15.	Of 25.	Total.						
Manila Trade School	5		5	5		100	90	67	90
Albay and Sorsogon	6	3	9	9		713	465	107	65
Camarines	6	2	8	7	−1	331	248	84	75
Batangas	8	2	10	12	+2	564	292	146	53
Bohol	5	2	7	7		404	231	83	57
Bulacan	11	2	13	15	+2	663	475	184	72
Cagayan and Isabela	6	1	7	3	−4	240	155	26	65
Capiz	5	2	7	5	−2	200	152	61	76
Cavite	10	2	12	11	−1	716	543	147	76
Cebu	11	4	15	14	−1	779	583	182	75
Ilocos Norte	8	2	10	10		640	390	124	61
Ilocos Sur and Abra	10	5	15	14	−1	605	416	166	68
Iloilo	13	5	18	14	−4	633	465	128	73
Laguna	14	2	16	10	−6	358	280	128	80
La Union	5	2	7	4	−3	175	100	52	80
Leyte	6	2	8	8		278	230	77	82
Masbate	4		4	5	+1	147	116	60	80
Samar	6	2	8	3	−5	84	65	37	77
Misamis	2		2	2		47	40	24	85
Nueva Ecija	8	2	10	10		427	244	100	69
Nueva Vizcaya	3		3	3		96	56	38	58
Negros Occidental	11	2	13	13		582	426	159	73
Negros Oriental	8	1	9	7	−2	243	188	87	77
Pampanga and Bataan	12	2	14	14		577	389	178	79
Pangasinan	13	2	15	14	−1	692	491	179	71
Rizal	8	3	11	11		671	489	140	73
Romblon	5	1	6	4	−2	149	113	50	79
Surigao	4	1	5	3	−2	121	93	23	77
Tarlac	7	2	9	8	−1	364	268	90	74
Tayabas	6	2	8	6	−2	358	245	75	68
Zambales	6	1	7	4	−3	208	132	51	63
Mindoro	4		4	1	−3	65	43	13	66
Lepanto-Bontoc	1		1	1		35	23	10	65
Paragua	2		2		−2				
Total	239	59	298	257	41	12,265	8,536	3,076	71
City of Manila			203			5,858	4,914	4,669	86
Grand total	239	59	501	257	41	18,123	13,450	7,745	72

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APPENDIX D.

Tables showing, by provinces, the proportion of children at present reached by school work to the total population of children of school age.

Province.	Population.	School population, ages 6 to 16, inclusive.	Number of children who should be in school.[a]	Enrollment Aug. 1.[b]
Abra	51,680	10,336	3,445	3,200
Albay	240,326	48,065	16,021	4,667
Ambos Camarines	239,405	47,881	15,960	6,680
Antique	134,166	26,833	8,944	4,522
Bataan	46,789	9,357	3,119	1,699
Batangas	257,715	51,543	17,181	6,543
Bohol	269,223	53,844	17,938	23,000
Bulacan	223,742	44,748	13,916	11,657
Cagayan	156,239	31,247	10,415	3,086
Capiz	230,721	46,144	15,381	8,167
Cavite	134,779	26,955	8,985	7,578
Cebu	653,727	130,745	43,581	16,272
Ilocos Norte	178,995	35,799	11,933	12,108
Ilocos Sur	187,411	37,482	12,394	12,800
Iloilo	410,315	82,063	27,354	13,568
Isabela	76,431	15,286	5,095	1,543
Laguna	148,606	29,721	9,907	11,874
Leyte	388,922	77,784	19,194	9,600
Manila	219,928	43 985	14,661	6,773
Masbate	43,675	87,725	2,908	2,200
Mindoro	39,582	7,916	2,638	2,114
Misamis	138,329	27,666	9,222	611
Moro	41,149	8,229	2,743	2,114
Negros Occidental	308,272	61,654	20,551	12,009
Negros Oriental	201,494	40,298	13,432	9,283
Nueva Ecija	134,147	26,829	8,943	4,317
Nueva Vizcaya	62,541	12,508	4,169	2,279
Pampanga	223,754	44,750	14,916	8,498
Pangasinan	397,902	75,580	25,293	12,197
Paragua	35,696	7,139	2,379	857
Rizal	150,923	30,184	10,061	7,594
Romblon	52,848	10,569	3,523	2,800
Samar	266,237	53,247	17,749	21,169
Sorsogon	120,495	24,099	8,033	2,333
Surigao	115,112	23,022	7,674	2,431
Tarlac	135,107	27,021	9,007	3,600
Tayabas	204,739	40,947	13,649	10,000
Union	137,839	27,567	9,189	5,911
Zambales	104,549	20,923	6,984	2,760
Total	7,163,510	1,428,691	468,487	280,414

[a] The basis of this estimate, as indicated in the body of the report, is one-third of the total number of children between the ages of 6 and 14.

[b] It will be seen from the last column of this table that in several of the provinces primary-school facilities have already been provided for more than one-third of the school population.

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Tables showing, by provinces, the proportion of children at present reached by school work to the total population of children of school age—Continued.

Province.	Attendance Aug. 1.[a]	Number of children in each province for whom additional primary instruction must be organized.	Percentage of children in school.	Percentage of children to be yet reached.
Abra	2,200	245	31	2
Albay	2,100	11,354	10	23
Ambos Camarines	5,450	9,280	14	19
Antique	3,033	4,422	17	16
Bataan	1,234	1,420	18	15
Batangas	5,470	10,638	13	20
Bohol	13,000		41	
Bulacan	8,262	2,259	26	7
Cagayan	2,303	7,329	10	23
Capiz	5,974	7,214	19	14
Cavite	5,429	1,380	28	5
Cebu	9,330	27,309	12	21
Ilocos Norte	10,215		34	
Ilocos Sur	8,800		35	
Iloilo	9,109	13,786	17	16
Isabela	1,152	3,552	10	23
Laguna	8,742		40	
Leyte	7,692	9,594	12	21
Manila	5,672	7,888	15	18
Masbate	1,800	708	25	8
Mindoro	2,200	524	26	7
Misamis	427	8,611	2	31
Moro	1,582	629	24	9
Negros Occidental	8,243	8,542	19	14
Negros Oriental	8,131	4,149	25	8
Nueva Ecija	3,093	4,626	16	17
Nueva Vizcaya	1,956	1,890	19	14
Pampanga	6,166	6,418	19	14
Pangasinan	9,100	13,096	16	17
Paragua	446	1,522	12	21
Rizal	5,634	2,467	25	8
Romblon	2,500	723	27	6
Samar	3,261		38	
Sorsogon	4,200	5,700	9	24
Surigao	1,756	5,243	10	23
Tarlac	3,300	5,407	13	20
Tayabas	8,500	3,649	25	8
Union	4,433	3,278	21	12
Zambales	2,259	4,224	13	20
Total	194,154	199,076	19	14

[a] The wide difference between enrollment and attendance in some divisions is indicated by comparing the first column of this table with the last column of the preceding.

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APPENDIX E.

A table showing, by provinces, the total number of public schools in the Philippine Islands.

Manila	42	Masbate	30
Abra	43	Mindoro	28
Albay	33	Misamis	67
Ambos Camarines	63	Moro	49
Antique	18	Negros Occidental	70
Bataan	15	Negros Oriental	71
Batangas	65	Nueva Ecija	44
Benguet	3	Nueva Vizcaya	16
Bohol	149	Pampanga	72
Bulacan	96	Pangasinan	101
Cagayan	65	Paragua	9
Capiz	68	Rizal	60
Cavite	57	Romblon	21
Cebu	156	Samar	50
Ilocos Norte	84	Sorsogon	19
Ilocos Sur	141	Surigao	55
Iloilo	57	Tarlac	34
La Laguna	85	Tayabas	79
Isabela	13	Zambales	29
La Union	50		
Lepanto-Bontoc	7	Total	2,286
Leyte	72		

The above number comprises 2,233 primary schools, including 7 kindergartens in Manila; 38 provincial schools, including 3 in Manila and 1 in Moro Province; 3 technical schools in Manila; and 12 intermediate schools already established; 15 additional intermediate schools have been authorized.

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APPENDIX F.

TEXT-BOOKS AND SUPPLIES.

Experience has shown from the first the great desirability of elementary school books especially prepared for the Philippines. American publishers have eagerly entered this field with the result that there now exists an excellent series of primary books prepared from Philippine material and thoroughly well adapted to their purpose. The great bulk of the books purchased by the Bureau are of primary grade and this will continue to be the case for years to come. Books as well as all supplies are provided for the pupils free of charge.

In the intermediate course there is not such great need for special texts, aside from the science studies, and it is expected that the work of the secondary courses will be conducted with slight use, for some years at least, of special Philippine texts.

TEXT-BOOKS EITHER WRITTEN OR ESPECIALLY ADAPTED FOR USE IN THE PHILIPPINES.

The Arnold Primer, Stepping Stones to Literature Series. Written by Sarah Louise Arnold. Published by Silver, Burdett & Co. Ordered in 1903.

A First Reader, Stepping Stones to Literature Series. Written by Sarah Louise Arnold and Charles W. Gilbert. Published by Silver, Burdett & Co. Ordered in 1903.

The Story of the Philippines. Written by Adeline Knapp. Published by Silver, Burdett & Co. Ordered in 1903.

Civil Government in the Philippines. Written by Dudley O. McGovney. Published by Scott, Foresman & Co. Ordered in 1903.

A Natural Number Primer. Written by David Gibbs. Published by American Book Company. Ordered in 1904.

The Concrete Arithmetic. Written by Guy Clinton and John T. Miller. Published by Van Buskirk, Crook & Co. Ordered in 1904.

Philippine Geography. Written by Alexis Everett Frye. Published by Ginn & Co. Ordered in 1904.

Philippine School Geography. Written by Roddy and revised by David Gibbs. Published by American Book Company. Ordered in 1904.

Philippine Geographical Reader. Written by Samuel MacClintock. Published by American Book Company. Ordered in 1904.

Philippine Folk Lore. Written by John Maurice Miller. Published by Ginn & Co. Ordered in 1904.

Suggestions for Drawing. Written by W. H. Hilts. Published by Ginn & Co. Ordered in 1904.

A Nature Study Reader. Written by John G. Coulter, Ph. D. Published by D. Appleton & Co. Ordered in 1904.

Short History of the Philippines. Written by Prescott F. Jernegan. Published by D. Appleton & Co. Ordered in 1904.

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TEXT-BOOKS ADAPTED FOR USE IN THE PHILIPPINES BUT WHOSE MATERIAL IS NOT EXCLUSIVELY FOR USE HERE.

Elements of Arithmetic. Written by Willian H. Milne. Published by American Book Company. Ordered in 1903.

Elementary Hygiene for the Tropics. Written by Azel Ames, M. D. Published by D. C. Heath & Co. Ordered in 1903.

Of school supplies other than books, the demand is for exactly the same equipment as that provided for American schools. Paper, pencils, slates, blackboard material, material for "busy work," etc., are carried in stock in large quantities. There is great need for a good school map of the Philippines, and an effort is being made to secure data for this purpose from the supervising teachers, as well as from other Bureaus of the Government.

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APPENDIX G.

Superintending and supervising force, Bureau of Education, for the year ending September 15, 1904.

[David P. Barrows, General Superintendent. Frank R. White, assistant to General Superintendent. Mr. G. N. Brink has been acting as assistant to General Superintendent since July 1, 1904, the date Mr. White went on leave of absence.]

Division.	Superintendent.	Headquarters.
1. Manila	G. A. O'Reilly	Manila.
2. Camarines	W. B. Freer	Nueva Caceres.
3. Albay and Sorsogon	E. E. Fisher	Albay, Albay.
4. Batangas	H. H. Buck	Batangas.
Mr. M. A. Colton was superintendent for this division to date of resignation, Nov. 28, 1903, when he was relieved by Mr. H. H. Buck.		
5. Bohol	L. T. Gibbens	Tagbilaran.
Mr. Gibbens has been on leave in the United States since July 1, 1904, and Mr. H. L. Noble was appointed as acting division superintendent for this province July 20, 1904, and is at present serving in this capacity.		
6. Cagayan and Isabela	H. E. Bard	Tuguegarao, Cagayan.
7. Bulacan	H. A. Bordner	Baliuag.
Mr. E. G. Turner was the superintendent of this division to and including Feb. 29, 1904, and on Mar. 1, 1904, was transferred to the division of Pangasinan. Mr. Opha C. Lewis was acting superintendent for this division from Mar. 1, 1904, to July 1, 1904, when he was relieved from this duty by the appointment of Mr. H. A. Bordner.		
8. Capiz	E. A. Coddington	Capiz.
9. Cebu	Samuel MacClintock	Cebu.
10. Cavite	S. A. Campbell	Cavite.
Mr. H. H. Buck was superintendent of this division to and including Nov. 28, 1903, and was transferred to the division of Batangas on Nov. 29, 1903. Mr. Campbell has been superintendent of Cavite from and including Jan. 5, 1904.		
11. Ilocos Norte	Guy Van Schaick	Laoag.
Mr. J. M. Kniseley was superintendent of this division to and including Mar. 31, 1901, and from Apr. 1 to Aug. 23, 1904, was supervising the construction of school buildings, said construction being paid from the Congressional relief fund, and from and including Aug. 24, 1904, he has been on special duty in the ofice of the General Superintendent of Education. Mr. Van Schaick was acting superintendent for this division from Apr. 1 to Aug. 31, 1904, and was appointed division superintendent on Sept. 1, 1904.		
12. Ilocos Sur and Abra	W. W. Rodwell	Vigan.
Mr. Rodwell has been on leave in the United States since May 15, 1904. Mr. P. S. O'Reilly was appointed acting superintendent for this division on May 20, 1904. and is at present serving in that capacity.		
13. Iloilo and Antique	G. N. Brink	Iloilo.
Mr. Brink has been on special duty as acting assistant to the General Superintendent of Education since July 1, 1904, and Mr. J. A. Gammill is acting as superintendent of this division and has been serving in such capacity since Mr. Brink left Iloilo. Mr. Charles R. Cameron served as head teacher for Antique to July 8, 1904. Mr. J. D. De Huff has served as head teacher for Antique since Aug. 1, 1904.		

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Superintending and supervising force, etc.—Continued.

Division.	Superintendent.	Headquarters.
14. Laguna	W. E. Lutz	Pagsanjan.
15. Union	C. H. Magee	San Fernando.
16. Leyte	(Vacant)	Tacloban.
Mr. B. B. Sherman was the superintendent of this division to and including Mar. 31, 1904, and then resigned effective as of June 7, 1904, the end of the accrued leave due him for service rendered, on account of ill health. Mr. Sherman died shortly after his arrival in the United States. Mr. J. L. Fiske is acting superintendent for this division and has served in such capacity since February 1, 1904.		
17. Masbate	H. G. Lamson	Masbate.
Mr. Lamson has been on leave in the United States since Mar. 4, 1904, and Mr. C. H. Hanlin was appointed as acting superintendent for this division on May 14, 1904, and is at present serving in that capacity.		
18. Samar	H. S. Townsend	Catbalogan.
19. Misamis	(Vacant)	Cagayan.
Mr. Guy Van Schaick was the superintendent of this division until December, 1903, when the teachers were withdrawn on account of the lack of support from the province. From December, 1903, to Mar. 31, 1904, Mr. Van Schaick was on special duty in the office of the General Superintendent of Education and on April 1 was assigned as acting division superintendent for Ilocos Norte. Teachers have recently been returned to duty in this division and Mr. G. N. Briggs, division superintendent for Surigao, is acting as superintendent for the division of Misamis in addition to his duties in Surigao.		
20. Nueva Ecija	T. W. Thomson	San Isidro.
21. Nueva Vizcaya	J. J. Coleman	Bayombong.
Mr. William Abel was serving as head teacher for this division from Sept. 19, 1903, to Jan. 5, 1904, when he was relieved by Mr. Coleman who was appointed division superintendent Jan. 6, 1904. Mr. Coleman has been on leave of absence in the United States since July, 1904, and Mr. Norman G. Connor is acting as division superintendent during the absence of Mr. Coleman.		
22. Occidental Negros	Charles E. Putnam	Bacolod.
Mr. Putnam has been on leave of absence in the United States since June 18, 1904, and Mr. W. K. Bachelder has been acting superintendent for this division since the departure of Mr. Putnam from his division.		
23. Oriental Negros	(Vacant)	Dumaguete.
Mr. Samuel T. Lee was superintendent of this division to and including Mar. 31, 1904, when he was detailed on special duty in the office of the General Superintendent of Education. He resigned from the service and Mr. W. S. Dakin is at present acting superintendent for this division and has served in such capacity since the departure of Mr. Lee from his division.		
24. Pampanga and Bataan	William E. Preuitt	San Fernando.
Mr. J. M. Gambill was acting superintendent for this division from Mar. 24 to Sept. 6, 1904, during the absence of Mr. Preuitt, who was on leave of absence in the United States.		
25. Pangasinan	E. G. Turner	Lingayen.
Mr. S. C. Newsom was superintendent of this division to and including date of resignation Dec. 11, 1903. Mr. T. D. Anglemyer was acting superintendent from Dec. 11, 1903, to Feb. 29, 1904, when he was relieved from this duty by the appointment of Mr. Turney as division superintendent on Mar. 1, 1904.		
26. Rizal	B. G. Bleasdale	Pasig.
Mr. Bleasdale has been on leave in the United States since June 23, 1904. Mr. R. H. Neely has been serving as acting superintendent for this division since July 11, 1904.		
27. Romblon	G. E. Walk	Romblon.

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Superintending and supervising force, etc.—Continued.

Division.	Superintendent.	Headquarters.
28. Surigao	G. N. Briggs	Surigao.
29. Tarlac	(Vacant)	Tarlac.
Mr. O. S. Reimold was superintendent of this division to date of resignation May 5, 1904. Mr. A. V. Dalrymple was acting superintendent from date Mr. Reimold left his division to July 10, 1904. Mr. W. A. Wedgworth has been acting superintendent of this division since July 11, 1904.		
30. Tayabas	J. C. Muerman	Lucena.
31. Zambales	Otho Atkin	Iba.
32. Mindoro	Governor R. S. Offley	Calapan.
33. Benguet	Governor E. Octaviano.	Baguio.
34. Lepanto-Bontoc	Governor W. A. Reed	Cervantes.
Governor William Dinwiddie was ex oficio superintendent of schools for this division to the date of his resignation February, 1904.		
35. Paragua	The acting governor	Cuyo.
The Moro Province	N. M. Saleeby	Zamboanga.
Philippine Normal School	G. W. Beattie	Manila.
Philippine School of Arts and Trades	Ronald P. Gleason	Do.
Nautical School	(Vacant)	Do.
Mr. William J. Colbert was acting superintendent of this school to date of his resignation Aug. 29, 1904. Mr. Thomas L. Jenkins has been acting as superintendent for the Nautical School since the departure of Mr. Colbert.		
Supervising introduction of uniform courses and science work.	John G. Coulter	Do.
Supervisor of music	Mrs. M. E. Gordon-Dunster.	Do.
Supervisor of drawing	W. H. Hilts	Do.
Supervisor of kindergarten work	Kate L. Basset	Do.

High schools.

Province.	Town.	Name of principal.
1. Manila	Manila	F. R. Lutz, E. W. Oliver, Guy Clinton.
2. Camarines	Nueva Caceres	F. L. Crone.
	Daet	Maude L. Johnson, acting.
3. Albay	Guinobatan	C. J. Pierson.
Sorsogon	Sorsogon	S. W. Ford; I. R. Wellington, acting.
4. Batangas	Batangas	H. C. Theobald.
5. Bohol	Tagbilaran	L. W. Cureton, acting.
6. Cagayan	Tuguegarao	A. L. Burnell.
7. Bulacan	Baliuag	Opha C. Lewis.
8. Capiz	Capiz	Mary H. Fee.
9. Cebu	Cebu	F. J. Daniel.
10. Cavite	Cavite	S. K. Mitchell.
11. Ilocos Norte	Laoag	H. C. Russell.
12. Ilocos Sur	Vigan	Charles K. Bliss.
Abra (see report)	Bangued	C. B. Dickinson, in charge.
13. Iloilo	Iloilo	J. D. De Huff, head teacher for province, in charge.
Antique	San Jose de Buenavista	C. H. Maxson, acting.
14. Laguna	Pagsanjan	L. G. McConachie, acting.
15. Union	San Fernando	J. W. Johnson.
16. Leyte	Palo	A. A. Bear, acting.
17. Masbate	Masbate	E. S. Shortess, in charge.
18. Samar	Catbalogan	C. L. Hoover.
19. Misamis	Cagayan	E. J. Albertson, in charge.
20. Nueva Ecija	San Isidro	C. D. Schell.
21. Nueva Vizcaya	Bayombong	H. S. Strasbaugh, in charge.
22. Occidental Negros	Bacolod	R. B. Howell.
23. Oriental Negros	Dumaguete	F. J. Bailey.
24. Pampanga	San Fernando	J. L. McMillan.
Bataan	Balanga	H. E. Bell to Sept. 1, 1904; Thomas F. Manns in charge since Sept. 1, 1904.
25. Pangasinan	Lingayen	F. D. Anglemyer.
26. Rizal	Pasig	Stewart Laughlin.
27. Romblon	Romblon	John H. Jenkins.
28. Surigao	Surigao	C. M. Moore.
29. Tarlac	Tarlac	G. M. Egan.
30. Tayabas	Lucena	H. H. Balch.
Moro Province	Zamboanga	Charles R. Cameron.

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APPENDIX H.

SOME OF THE CIRCULARS SENT BY THE GENERAL SUPERINTENDENT TO DIVISION SUPERINTENDENTS, SEPTEMBER 15, 1903, TO SEPTEMBER 15, 1904.

[No. 26, series 1903.]

MANILA, *November 11, 1903.*

CORPORAL PUNISHMENT.

Corporal punishment of pupils in the secondary schools of the Philippines is hereby forbidden. By this is included not only whipping but especially blows upon the face with the hand. Pupils in attendance at the secondary schools are presumed to be no longer children but young men and women and able to choose between conducting themselves properly or leaving the school.

Hereafter a pupil of a secondary school who conducts himself unworthily or refuses to submit himself to the regulations of the school shall be suspended or expelled by the principal, with the approval of the division superintendent, and in cases of flagrant misconduct the expulsion may be made publicly in the presence of the school.

GENERAL SUPERINTENDENT.

[No. 29, series 1903.]

MANILA, *November 14, 1903.*

DEPARTMENT-ASSISTANT EXAMINATION.

I have the honor to call attention to the fact that the passing of the department-assistant examination will be accepted by this Bureau and the Civil Service Board as the equivalent of the teacher's examination, so that one who has eligibility in the department-assistant examination is not required to take any other civil-service test for promotion in the teaching service. This information is promulgated for the benefit of those who are already eligible as department assistants, and further to encourage qualified teachers to take the department-assistant examination in place of that particularly designed for teachers.

This is the only substitute which will be accepted in lieu of the teachers' examination. In this connection, see page 18, section 14 of the Manual of Information of the Civil Service Board.

GENERAL SUPERINTENDENT.

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[No. 31, series 1903.]

MANILA, *November 30, 1903.*

INSULAR NORMAL SCHOOL.

I have the honor to call the attention of division superintendents and teachers generally to the following minute, which has been adopted by the Philippine Civil Service Board:

"*Ordered*, That future graduates of the Insular Normal School at Manila shall be eligible to appointment to the classified teaching service of the Philippine Islands without examination by the Civil Service Board.

"W. S. WASHBURN, *Chairman.*"

GENERAL SUPERINTENDENT.

[No. 37, series 1903.]

MANILA, *December 18, 1903.*

METHOD OF HANDLING SCHOOL FUNDS.

In consultation with different division superintendents, I have met with many statements of the difficulties in securing an economical and proper appropriation of the school funds by the towns. In many cases in the last year school funds were not appropriated for school purposes, but were spent for other ends not authorized by law. For this reason I urge attention to the inclosed statement of the plan followed in the Province of Bulacan.

The essential feature of this plan is that the provincial treasurer instructs the municipalities that school funds are to be appropriated under the direction of the division superintendent of schools, who thereupon undertakes to furnish a report to the treasurer of the expenditures of these moneys. This plan has unquestionably succeeded in the division of Bulacan. I see no reason why it should not be adopted in many other divisions, provided it commends itself to the attention of the provincial treasurers. It has received the indorsement of the Insular Treasurer, who recommends it for universal establishment in the letter, a copy of which is inclosed.

The success of this plan depends, as does the success of so much of our school work, upon a clear business understanding between the provincial treasurer and the division superintendent of schools. The plan, of course, can not be adopted except by the approval of the provincial treasurer, inasmuch as it involves the delegation of a portion of his responsibilities to the division superintendent as agent.

I respectfully urge upon the division superintendents to present this matter, with inclosed letters, to the provincial treasurer or treasurers of each division, and see whether it is not advisable to adopt this same plan in the division generally.

GENERAL SUPERINTENDENT.

Inclosures: "A successful method of handling school funds." Copy of blank form of "Presupuesto," as used in the Province of Bulacan. Copy of blank form for an account of payments approved, actually used in the Province of Bulacan for the town of Malolos October, 1903. True copy of letter from provincial treasurer of Bulacan to division superintendent of schools. True copy of letter from Insular Treasurer to the division superintendent of schools, Bulacan.

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Act No. 82 states that "the proceeds of at least one-fourth of one per centum of all the lands and improvements (buildings) as assessed shall be devoted exclusively to the support of free primary schools and the providing and erection of suitable school buildings." (The municipal council can, with the consent of the provincial treasurer, appropriate for school purposes, any amount from one-fourth to one-half of one per cent of the assessed value of the lands.) The same law provides that the municipal council shall submit to the provincial treasurer for his approval within the month of January each year a presupuesto or estimate of expenses for the year. These presupuestos have heretofore set apart so much money for carting books, so much for repairs, rent, etc. The council or president, usually the president, can have two hours' work done as repairs on the schoolhouse and collect 10 or 20 pesos for it, or any amount he desires, providing he does not go beyond the appropriation. He has the power to issue a warrant for the full appropriation for carting school supplies, even though he has but one box of supplies carted 50 yards.

To avoid this evil, change the form of the presupuesto. Find in the provincial treasurers' books the amount of school funds on hand January 1; add to this sum the amount of one-fourth of one per cent, or the fractional per cent voted, of the assessed value of the land and buildings; this gives the estimated school funds for the year. State it as such. On the same page state "Salarios de los maestros y maestras y gastos de muebles, alquiler de edificios, reparaciones y todos los demas gastos designados para escuelas públicas" to be the total amount of school funds for the year. (See inclosed presupuesto.) Request the council to approve this presupuesto in triplicate and submit it to the provincial treasurer for his approval; then the superintendent approves the same, retains one copy, returns one to the council, and the other to the provincial treasurer.

The provincial treasurer then writes a circular letter to all the municipal treasurers stating that the expenditure of the school fund for the year is under the direction of the division superintendent of schools, and in case any municipal treasurer pays from the school funds an account not approved by the division superintendent of schools, said municipal treasurer becomes personally and officially responsible for the amount paid and the same will be charged to his bond when his accounts are audited.

The superintendent then issues an approved monthly pay roll (Form B) in triplicate for each municipality and sends it to the municipal treasurer. State in this pay roll the itemized statements of the amounts to be paid, of salaries, for repairs, etc. (to whom, for what purpose, etc.), from the school funds. When these payees receive their pay they sign the pay roll, which then becomes a receipt. On the reverse side of the pay roll is a complete account of the school funds on hand at the beginning of the month, the amount of land tax as school funds paid in during the month, the expenses for the month, and the amount on hand at the close of the month. One copy of this pay roll is retained by the municipal treasurer, one is sent to the division superintendent of schools and the other is attached to the municipal treasurer's monthly account to the provincial treasurer.

The provincial treasurer makes a monthly statement to the superintendent's office showing the amount of school funds paid over to each municipal treasurer in the province.

The superintendent will then compare the accounts of the municipal treasurers and the provincial treasurer and, if an error occurs, will call it to the attention of the municipal treasurer, who will readily correct it.

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This method works to perfection. Not a penny of school funds of Bulacan Province has been misappropriated this year. The schools have received the worth of every cent that has been spent for them.

This method of procedure greatly lightens the work of the provincial treasurer. He is not compelled to go from town to town to guard the school funds and see that they are properly expended; he leaves this work entirely in the hands of the division superintendent of schools. The provincial treasurer looks after the general funds, but the superintendent guards the school funds. This method has been worked out in this province. It can be used successfully in all provinces, providing the proper relations exist between the provincial treasurer and the division superintendent of schools.

E. G. TURNER, *Division Superintendent.*

ESCUELAS PÚBLICAS. FORMA A.

PRESUPUESTO.

MUNICIPIO DE MALOLOS. PROVINCIA DE BULACÁN.

Presupuestos de gastos para la instrucción pública de este pueblo que se ha de regir desde el 1 de Enero de 1903 hasta fines de Diciembre de 1903, formado por el consejo de este municipio, en virtud de las instrucciones facilitadas por el superintendente de división de escuelas de esta provincia, quien ha aprobado el mismo.

Balance del año anterior	$915.42 Local Cy.
Contribución territorial.—Un cuarto del uno por ciento del valor amillarado de los terrenos y mejoras	$2,408.80 Local Cy.
Total	$3,324.32 Local Cy.
Salarios de los maestros y maestras y gastos de muebles, alquiler de edificios, reparaciones y todos los demás gastos para escuelas (bajo la dirección del superintendente de división de escuelas)	$3,324.32 Local Cy.

Municipio de Malolos á de de 1903.

.....

Presidente Municipal.

El secretario que suscribe certifica: Que el gasto relacionado con el presupuesto anterior ha sido ordenado y autorizado por el consejo de este municipio en el día de de 1903.

.....

Secretario Municipal.

BUREAU OF EDUCATION. FORMA B.

MALOLOS.

Lista de Pagos aprobados para el mes de Octubre, 1903.

Autorizado por el consejo municipal se suplica al presidente para expedir libramientos en favor de los interesados y el tesorero municipal queda ordenado á pagar dichos libramientos de los fondos escolares á los siguientes interesados por sus servicios prestados á las escuelas públicas durante el mes de Octubre de 1903.

Conant ó su equivalente.

Á Escolástico Gatmaitan, Maestro	$35.00	Recibido	
Á Esteban Fajardo ,,	27.00	,,	
Á Antonio Antonio ,,	28.00	,,	
Á Julia de Jesús ,,	28.00	,,	
Á José A. Bautista, alquiler casa escuela	15.00	,,	
Á Juan Dimagiba ,, ,,	10.00	,,	
Á Julian Reyes ,, ,,	10.00	,,	
Total	153.00		

Aprobado:

E. G. TURNER, *Superintendente de Escuelas.*

[Vuelta.]

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MALOLOS.

	Mex.	Phil. Cy.
Balance de la cuenta anterior	$532.84	$640.00
Contribución territorial pagado en el mes de Octubre de 1903	$	$
	$	$
Gastos durante el mes de Octubre de 1903	$153.00	$
		

V. B.

.....

Presidente Municipal. *Tesorero Municipal.*

(This form will be supplied from the General Office upon request.)

MALOLOS, P. I., *October 29, 1903.*

SIR: In reply to your communication of the 19th instant in which you request me to furnish you with a statement relative to the system of appropriating municipal school funds as pursued in this province, and the accounting for such funds as required of municipal treasurers, I have the honor to make the following statement:

The system of appropriating school funds by municipal councils as followed in this province—i. e., providing for school expenses by the appropriation of all school funds, in a separate annual estimate at the beginning of each year, such funds to be expended by and under the supervision of the division superintendent of schools, as explained in your statement herewith—has been productive of most satisfactory results, not only in simplifying the handling of such funds and protecting them against misappropriation but also in relieving this office of much of the great volume of work necessarily imposed upon it.

The legality of such a system is unquestionable in the opinion of this office, in view of the initiative action which a municipal council must necessarily take in the matter.

All native teachers must be employed and their salaries fixed by the division superintendent of schools in accordance with section 9 of Act No. 74 of the United States Philippine Commission, and the subsequent approval by the division superintendent of miscellaneous expense accounts, such as rents, repairs to buildings, etc., as provided in this system, is for the purpose of complying with section 1, subsection (*c*) of Act No. 132 of the United States Philippine Commission, besides establishing an excellent check on such expenditures as made from school funds by municipal treasurers.

This system especially simplifies accounting by municipal treasurers and reduces the work of auditing municipal school-fund accounts to a minimum.

In conclusion I would state that I most heartily indorse and recommend this system of handling municipal school funds, and am fully convinced that it is the most satisfactory and practical method for treating such funds.

Very respectfully,

RICHARD GOODHART,
Treasurer Province of Bulacan.

Mr. E. G. TURNER,
Division Superintendent of Schools,
Province of Bulacan, Baliuag, P. I.

MANILA, *November 9, 1903.*

SIR: Acknowledging receipt of your favor of the 31st ultimo relative to the present mode of handling school funds in the Province of Bulacan, I have the

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honor, after careful investigation of your system, to express my concurrence in the indorsement of Treasurer Goodhart.

The multiplicity of duties devolving upon a provincial treasurer renders his personal attention to various details impossible, and a harmonious coöperation of the treasurer and division superintendent in this particular instance could be productive of nothing short of success.

I take pleasure, therefore, in recommending the universal establishment of the system as proposed in your communication.

Very respectfully,

FRANK A. BRANAGAN,
Treasurer Philippine Islands.

Mr. E. G. TURNER,
Division Superintendent of Schools, Baliuag, Bulacan, P. I.

[No. 38, series 1903.]

MANILA, *December 28, 1903.*

NEW SERIES OF REPORT FORMS.

A new series of report blanks for use in the public schools throughout the Islands has been prepared and will be distributed for general use beginning January 1, 1904. The blanks are seven in number as follows:

Record Form No. I.—Class-room register. This register is designed for use in every class room, whether in the central or barrio school. Copies have not yet been received from the Public Printer, but at the earliest possible moment a supply will be forwarded to the division superintendents, who are requested to put the register promptly into general use.

Record Form No. II.—Class-room teachers' report to supervising teacher. This report will, as a rule, be prepared by the Filipino teacher, to be submitted on the last day of the month to the supervising teacher of the town. In the absence of a supervising teacher the report goes direct to the division superintendent. This forms appears at first sight somewhat difficult of preparation. It has been given thorough test, however, in at least one division. With some slight help the native teacher will learn to prepare it properly with few mistakes.

Record Form No. III.—Day-school report of supervising teacher to division superintendent. This report is to be prepared chiefly from the data presented in Form No. II.

Record Form No. IV.—Teachers' class report of supervising teacher to division superintendent.

Record Form No. V.—Report of night school-teacher to division superintendent.

Record Form No. VI.—General report of division superintendent to General Superintendent. It will be noted that this report embodies a detailed statement on school conditions in every town in the division as well as a statement as to the work of each individual teacher, Insular and municipal. The plan will entail considerable additional work in the office of the division superintendent, but this information should be in permanent form and easily accessible in the local office as well as in the office of the General Superintendent.

Report on Form No. VI will be required of division superintendents about four times a year; the first statement will cover the month of January, 1904; the second, the month of March. Reports from the teachers to the division superintendents will, however, be made monthly, and it is desired that the local office be at any time prepared, upon request, to communicate to the general office

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statistics and statement on school conditions for the preceding month for any town in his division, even though a general report covering that period is not required.

Record Form No. VII.—Absence report on Insular teachers, submitted by division superintendent to General Superintendent. This report should be accompanied by evidence of illness or other papers explaining cause of absence.

It is absolutely essential that the utmost promptness be observed by all teachers in submitting reports to local superintendents. There should be no deviation from the rule that these statements shall be placed in the mails upon the last day of each calendar month. The report of the division superintendent to the General Superintendent should be forwarded in any case not later than the 15th of the month following the period covered by the report. If municipal reports are for any reason delayed beyond that date in reaching the division superintendent, he will make mention of the delinquent teachers. Supplementary report should in such cases be submitted later. (It is understood that in some instances the poor mail service prevents prompt communication from isolated towns.)

GENERAL SUPERINTENDENT.

[No. 2, series 1904.]

MANILA, *January 15, 1904.*

CHARACTER AND EFFICIENCY REPORT.

Attention is called to a new record form, character and efficiency report on Insular teachers, a copy of which is inclosed. Copies of this form, in duplicate, have been mailed this week to all teachers on Insular salary. Its purpose is to obtain a more accurate and complete record of the services and character of the teachers employed in this Bureau.

Division superintendents are directed to fill in the lower portion of this form as fast as copies are received from teachers, and to forward one of the duplicates in each case to this office. The information requested in this form is needed at once and the division superintendents can not exercise too great diligence in complying with these instructions.

GENERAL SUPERINTENDENT.

[No. 5, series 1904.]

MANILA, *January 16, 1904.*

LIMITS OF THE SCHOOL DAY.

By the provisions of Act No. 1040, a minimum of five hour's work daily in school is required of all teachers. The provision of the law is as follows:

"The number of hours for the daily sessions of the public schools shall be fixed by the Secretary of Public Instruction, but they shall not be less than five hours a day."

My interpretation of this law would allow, within this five hours, time spent by teachers instructing either pupils or native teachers and also time spent by a supervising teacher in visiting barrio schools and supervising or inspecting class-room instruction by American or Filipino teachers, but it clearly requires a minimum of five hours' school work from every teacher.

GENERAL SUPERINTENDENT.

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[No. 6, series 1904.]

MANILA, *January 21, 1904.*

TRAVELING EXPENSES OF SUPERVISING TEACHERS.

An appropriation has been made by the Philippine Commission to pay the traveling expenses of teachers who may be directed by the division superintendent to supervise school work and give instruction in towns adjacent to those in which they are stationed or in remote barrios of their respective towns.

In cases where division superintendents deem it advisable for teachers to make regular trips weekly or more often, for the above purposes, they will arrange definite schedules of routes to be followed and submit same to this office for approval by the General Superintendent.

The traveling expenses of teachers, exclusive of subsistence, can be paid in all cases where they follow instructions of the division superintendent. Their expenses should be submitted on the regular expense voucher, supported by receipts, and should be accompanied by copy of letter of instructions from the division superintendent to the teacher, in addition to note from the former approving the expenditure.

GENERAL SUPERINTENDENT.

[No. 7, series 1904.]

MANILA, P. I., *February 4, 1904.*

APPROPRIATION OF GENERAL FUNDS FOR SCHOOL PURPOSES.

The attention of this office has been drawn to the fact that in several provinces municipal councils have made appropriations for the erection and repair of school buildings and payment of teachers' salaries out of the general funds of the municipal treasury, and have later returned this money thus appropriated from the school to the general fund. The Attorney-General and the Insular Treasurer state that this practice is illegal. The council may make a loan to the school fund with the understanding that the treasury shall be reimbursed from that at a later date; but the transaction, if it is to be considered in the nature of a *loan*, must be distinctly so characterized on the municipal records. Otherwise the money must be considered to have been permanently appropriated for school purposes and can not be reassigned for other uses. The following is an extract from an indorsement of January 6, of the Treasurer of the Philippine Islands:

"Respectfully returned to the honorable the Secretary of Finance and Justice, inviting attention to the opinion rendered by the honorable the Attorney-General, under date of December 23, 1903, to the effect 'that amounts advanced for school purposes in the year 1902 out of the fund of any municipality can not be abstracted from a part of the taxes now collected, now set aside for school purposes. Act No. 82 of the Philippine Commission, section 43 (*b*), provides that the proceeds of at least one-fourth of 1 per cent of the lands and improvements as assessed shall be devoted exclusively to the support of free public primary schools and the repairing or erection of suitable school buildings. The municipal council shall have discretion to expend the remaining one-fourth of 1 per cent or as much thereof as they shall deem wise to levy for any lawful municipal purpose herein provided.'

"From the foregoing opinion and quotation from the Municipal Code, it is presumed by this office that the case would apply in the present instance, and as there is no provision by which an amount thus appropriated can be later abstracted from the special school funds unless such appropriation is made and

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specified as a loan, the same should stand in the nature of a gift or donation rather than be reimbursed to the general funds.—Frank A. Branagan, Treasurer Philippine Islands."

GENERAL SUPERINTENDENT.

[No. 9, series 1904.]

MANILA, *February 5, 1904.*

RESIGNATIONS AND LEAVES OF ABSENCE OF TEACHERS.

In accordance with the provisions of Act No. 1040, recently enacted by the United States Philippine Commission, and Executive Order No. 9 of the Civil Governor, a memorandum has been drawn for the benefit of teachers, stating the conditions under which their resignations will be accepted and leaves of absence granted them, in accordance with the length of time which they have served in these Islands. A copy of this memorandum is inclosed for your information, and a copy is being mailed to every teacher in the Bureau of Education. A copy of Act No. 1040 is also inclosed and copies sent to each teacher, and these will be followed by copies of Executive Order No. 9 as soon as they can be obtained from the Public Printer.

It is desired that division superintendents familiarize themselves with every provision of this memorandum and advise teachers relative to their going home. In this connection a report is desired from each division superintendent, to be submitted as soon as the required data can be secured, relative to the number of teachers in each division who expect this year to permanently sever their connection with the Bureau of Education. The period of three school years of service expires for so considerable a number within the next few months that it has been anticipated that the engagement of a large number of new teachers in the United States to fill vacancies made by separations will be necessary. The last appropriation bill fixes the total number of teaching positions in this Bureau at 873; there are at the present time in service in the Archipelago 788 teachers. It is very desirable that for the coming year the full number of teachers authorized by law be engaged. These teachers will be supplied through civil-service examinations in the United States and appointment from this office. It is not believed that there will be any difficulty in filling our ranks with desirable men, but it is necessary that the intention of every teacher who intends to resign at the end of this year be understood before the beginning of vacation in order that arrangements may be made to fill the vacancies so occasioned.

Attention in this connection is invited to circular No. 8, setting forth the revised salary list effective since the 1st of January.

Application for leave of absence to visit the United States should be submitted to this office on Civil Service Form No. 55, through the office of the division superintendent of schools. Copies of this form will be sent to division superintendents at an early date.

GENERAL SUPERINTENDENT.

[No. 10, series 1904.]

MANILA, *February 20, 1904.*

LOCAL SCHOOL BOARDS.

I wish to invite the attention of division superintendents to sections 10, 11, and 12 of Act No. 74, relative to local school boards. It is believed that in

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many divisions the organization of school boards has been largely neglected. The law, however, is quite explicit, perhaps even mandatory, in its provision for their establishment, and it is believed that the growing interest of the Filipinos in public education demands our immediate attention to the reconstitution of this local advisory body.

Especially in connection with the selection of sites and the procuring of means for building new schoolhouses, as provided in paragraph (*d*) of section 12, do I believe that the assistance of Filipino citizens of the municipality, acting in their official capacity on a local school board, may be of decided importance.

A report is desired from all division superintendents as to the state of the local school boards in each division. Wherever such are in existence the names of the members are requested. This Bureau will coöperate in an effort to increase the interest of the members of the local school boards by sending them copies of all school publications and circulars containing general information, and will try to answer promptly any communications sent by such boards direct to this office in accordance with paragraph (*e*) of section 12.

It is desired that division superintendents express themselves freely upon the question of what help can be expected from a reorganization of the local school boards, and suggest matters which can be referred to them in ther advisory capacity.

GENERAL SUPERINTENDENT.

[No. 11, series 1904.]

MANILA, *February 17, 1904.*

AMERICAN TEACHERS' INSTITUTES.

The division superintendent of schools for Cebu has submitted plans which meet with my full approval for an American teachers' institute to be held at the end of the present school year, in order to discuss, especially with the new teachers in the division, matters of school work and common interest.

Inasmuch as nearly every division contains teachers who have recently arrived from the United States, this plan is recommended to division superintendents generally. Time spent in this way, if not in excess of three days, may be credited to the teacher's service.

GENERAL SUPERINTENDENT.

[No. 15, series 1904.]

MANILA, P. I., *February 29, 1904.*

ON SCHOOLHOUSE CONSTRUCTION.

The coming year promises to be notable in the history of this Bureau for building and construction. Not only are a great many barrio schools in process of erection but a number of municipalities are undertaking permanent school buildings, while the provincial boards in many provinces have either appropriated or provided by loans for buildings for the provincial school.

It is exceedingly desirable, in the case of all school buildings to be erected, that the construction should be of an improved type and character. The Bureau of Architecture, upon the request of municipal councils or provincial boards, will prepare plans and specifications and will assist us in other ways, but it is desirable that all preliminary plans and data be carefully scrutinized and completed before submission to the Bureau of Architecture for final draft. For

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this work Mr. J. J. Eaton, of the Philippine School of Arts and Trades, has been given a desk in this office with instructions to correspond with division superintendents relative to proposed schools buildings and to assist in every possible way in the preparation of preliminary plans. A pamphlet will be published which will contain full information upon these matters as well as suggestive plans and illustrations for all classes of school buildings.

I wish to call attention to the importance of securing suitable sites for every kind of public school. The necessity of an adequate campus for provincial schools has been dwelt upon in a previous circular, but there is equal reason for having spacious grounds and healthful surroundings for municipal and barrio schools. Wherever possible, permanent sites for schools should be secured. They should be a little removed from the noise and confusion of traffic and dwellings, and they must be dry, healthful, and, where possible, shaded. The action of provinces and municipalities should be sought, dedicating such sites permanently for school purposes, and in this connection I urge the reorganization of the local school boards for assistance in this work of procuring school grounds. Where a municipality is unable at the present time to erect a school building it will be able in many cases to set aside a suitable piece of ground for future building.

It is desired that all division superintendents report the number and kind of school buildings which it is proposed to build in each division. In addition to this a full report is wanted upon all school construction which has taken place in each division since the organization of the Bureau of Education. The names, locations, and cost of such buildings should be given. Wherever possible, sketches, ground plans, or illustrations should also be furnished.

In order to have necessary data for the improvement of the present condition of school buildings and the making of proper provision for future structures, it is desired that copies of the inclosed circular, properly filled out, be returned to this office whenever application is made for the preparation of plans for school buildings.

GENERAL SUPERINTENDENT.

[No. 17, series 1904.]

MANILA, P. I., *March 3, 1904.*

GOVERNMENT SCHOLARSHIPS IN THE UNITED STATES.

Act No. 854, providing for the education of Filipino students in the United States, reads as follows:

"In each of the school divisions of the Archipelago examinations to secure a list of students best qualified to receive and profit by a course of instruction and education in the United States shall be held under the direction of the division superintendents on or before the thirty-first of March in each year hereafter. Candidates for examination must be students of the public schools and natives of the Philippine Islands, of good moral character, sound physical condition, and not less than sixteen nor more than twenty-one years of age. Full report of such examinations shall be made by division superintendents to the General Superitendent of Education, who shall certify to the Civil Governor, through the Secretary of Public Instruction, as eligible for appointment as Government students to be educated in the United States, all candidates receiving a percentage of not less than seventy-five in each subject of examination."

In accordance with the above provisions of law, an examination of candidates for Government scholarships is hereby announced for the 31st of March ensuing

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and you are directed to post a copy of the inclosed notice in each municipality of your division. Examinations may be held during hours and places designated by division superintendents, but they must all be held upon the same day, and it is believed by the undersigned that they should be uniform for all divisions. For this purpose examination papers will be sent out to all division superintendents upon the subjects to be required for examination. These examination papers are now being prepared in this office. They will cover the subjects requisite to admission into high schools in the United States and the aim will be to make them of a sufficiently high standard to exclude all students who are not qualified to enter upon such a course. The relatively high character of the examination should be understood and pupils whose chances of obtaining an eligible rating are small should not be urged to compete in the examination.

The examinations will be conducted entirely in English and, in accordance with the provisions of the law, all applicants must be students of the public schools of the Islands, and the division superintendent will certify to this fact, as well as to the moral character and reputation of the applicant.

The applicants may be of either sex.

GENERAL SUPERINTENDENT.

SAMPLE QUESTIONS FROM THE FIRST EXAMINATION OF CANDIDATES FOR THE GOVERNMENT SCHOLARSHIPS IN AMERICA.

English grammar.—1. Write the plurals of the following words: Knife, cargo, lady, valley, Englishman, brother-in-law, woman, mouse, radius, and church.

2. Give the three degrees of comparison of the adjective "good," and use each degree in a sentence.

3. Write a sentence using the verb "study" in (*a*) the active voice; (*b*) the passive voice; (*c*) in the present tense, third person, singular number; (*d*) in the future tense; (*e*) as an intransitive verb.

4. Write sentences using the word "that" as an adjective, as a relative pronoun, and as a conjunction.

5. Tell the part of speech of each word in the following sentence: "Benjamin Franklin, who was once a poor printer in the city of Philadelphia, became a great and wise man."

6. Write: (*a*) A simple sentence; (*b*) a complex sentence containing an adverb clause; (*c*) a complex sentence containing a relative clause; (*d*) a compound sentence.

7. What is the active voice of a verb? The passive voice? What is a transitive verb? An intransitive verb?

8. Tell the case of each noun and pronoun in the following sentences, giving the reason in each case:

(*a*) John gave his sister a book.

(*b*) His brother, the captain, is a large man.

Geography.—What is the earth's size? What are its movements? What are the effects of these movements on the distribution of light and heat?

2. Define and explain winds; trade winds. What are the prevailing winds of the torrid zone?

3. What is climate? Compare the climate of western Europe with that of eastern North America. Why is there a difference?

4. Define commerce; foreign commerce; domestic commerce.

5. What are the most important articles exported from the Philippine Islands? What are the most important imports?

6. Give three differences between young rivers and old rivers.

7. What form of government has the United States? Great Britain? Russia? Australia? France?

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8. Locate the following cities: Havana; New York; St. Petersburg; Berlin; Melbourne; Cope Town; Liverpool.

9. Locate the following countries: Brazil; Russia; France; Turkey; New South Wales; Bulgaria.

10. Locate the Cagayan River; Mississippi; Amazon; Danube; Yellow River.

United States history.—1. Name three prominent early North American discoverers. Describe discoveries made by each. Name three prominent early North American explorers. Describe explorations of each.

2. Name and describe three early and successful North American settlements.

3. Give causes of Revolutionary war. Name three prominent American generals in that war.

4. Described the Constitution of the United States. When was it adopted? Why was it necessary?

5. From what countries were the following States obtained: Florida; California; Texas; Louisiana?

6. What was the Emancipation Proclamation? By whom was it issued? Why was it necessary? What was its effect?

7. For what were the following men noted: Washington; Jefferson; Lincoln; Grant?

8. Give cause and effects of the Spanish-American war.

Arithmetic.—1. At $75 per hectare, what will be the value of a lot 200 meters long and 80 meters wide?

2. Find the simple interest on $2,475 at 7 per cent for 2 years 6 months.

3. The circumference of a wheel is 47.124 decimeters. Find its diameter.

4. Divide 1,003$\frac{3}{4}$ by 847$\frac{1}{8}$.

5. The difference in longitude between two places is 9° 34′ 25″. What is their difference in time?

6. A ladder 35 feet long is so planted as to reach a window 20 feet from the ground. Find the distance from the foot of the ladder to the house.

7. A Chino gains 50 per cent by selling 6 boxes of matches for 10 cents. What per cent would he gain by selling 2 boxes for 5 cents?

Physiology.—1. What is a "cell" in animals?

2. Give the size, position, and purpose of the stomach. Make a diagram of it.

3. What is the gastric juice for? Where secreted? What is the bile for? Where is it secreted?

4. What is the purpose of the heart? Describe its structure.

5. Define arteries, veins, lungs.

6. What gas is taken into the body when we breathe? What gas is given out? Give two reasons why it is better to breathe through the nose than through the mouth.

7. Why is it important to drink pure water? In what places is water likely to be impure? Why is it very dangerous to havé decaying material and stagnant water near our houses? How may impure water be made pure?

[No. 31, series 1904.]

MANILA, P. I., *April 1, 1904.*

HEALTH BULLETIN.

The attention of division superintendents is invited to the following communication addressed to this office:

"BOARD OF HEALTH FOR THE PHILIPPINE ISLANDS,
"*Manila, March 24, 1904.*

"SIR: I have the honor to transmit herewith 200 copies of Health Bulletin

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No. 3, on the care of infants. This bulletin is a translation of a circular in the various native languages, for the information of native mothers, and is intended for the reduction of the excessive mortality among young children, which mortality is largely due to ignorance, improper feeding, exposure, and neglect. The copies above mentioned are sent to you for distribution among English-reading teachers, so that they may be able to intelligently advise parents in respect to matters treated of in this bulletin and which may come under their notice as a result of their necessarily close official relations with the people.

"Very respectfully,

"E. C. CARTER,

"*Major and Surgeon, U. S. A., Commissioner of Public Health.*

"The GENERAL SUPERINTENDENT OF EDUCATION,

Manila, P. I."

Copies of the bulletin mentioned in above letter are forwarded for distribution to Filipino teachers.

By order of the General Superintendent:

ASSISTANT TO THE GENERAL SUPERINTENDENT.

[No. 38, series 1904.]

MANILA, P. I., *May 23, 1904.*

REPORTS ON PUBLIC SCHOOL BUILDINGS AND SCHOOL FINANCES.

A blank form for report on public school buildings has been prepared in this office and copies will be forwarded to division superintendents as soon as they can be obtained from the Public Printer. A copy of this form is to be filled out for every town in your division supporting a public school. Information will be required in each case upon the following headings:

1. Name of school (central or barrio).
2. Character of building (stone, wood, or nipa); walls; floor; roof.
3. Size of building, dimensions; number of rooms.
4. If leased, what is monthly rental paid?
5. If owned by Government: When built; under whose supervision. Original cost of construction: In money; in contributed labor. Repairs or additions: When made; cost. Present valuation. Present condition. From what fund was cost of construction paid?
6. Remark as to adequacy of present building, etc.

This report will be submitted by division superintendents to the General Superintendent on July 1, 1904. Each individual town will be considered in its present status as consolidated under recent act of the Commission. If municipal school is not in session at the time of submitting this report, statistics on buildings rented or loaned to municipalities for school purposes should cover the last month of the preceding year. Separate detailed report is required on every case involving loan from Insular Government to province or municipality indicating the amount of funds so made available and progress to date on construction of buildings. If assignment has been made to the province of Government relief rice for school purposes, give date and amount of such assignment and submit special report as to method of utilizing rice and number and character of buildings erected.

Pictures of school buildings of each division will be valuable in illustration of prevailing conditions and will be inserted in the annual report of this office now in preparation.

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Detailed report will also be due on July 15 from division superintendents on school finances, covering the fiscal year ending June 30, 1904. This will entail a statement of all receipts and expenditures of school money during the past year in each municipality.

1. Total receipts of school fund are recognized as coming from the following possible sources: Regular school land tax; appropriation from general municipal fund; loan from general municipal fund; receipts from other sources.

2. Expenditures should be detailed under the following headings: Schoolhouse construction; repairs on school buildings; purchase, construction, or repair of school furniture; teachers' salaries; transportation of supplies; incidentals.

3. A further statement will be submitted on undischarged obligations in the nature of teachers' salaries and miscellaneous items.

It is understood that it may be found difficult or impossible to submit this information in accurate detail in many cases. The law contemplates, however, that all such expenditures shall be made under the direct supervision of the division superintendent of schools and that no expense for school purposes shall be incurred by a municipality except upon his approval and authorization. (See Act No. 74, sec. 9; and Act No. 82, sec. 3 (*ff*), as amended by Act No. 132, sec. 1.) Unless the information essential to the above statement is available the division superintendent can not satisfactorily discharge his official obligations. Experience in past months has shown it to be absolutely necessary that municipal school finances be most carefully supervised.

Conference with provincial treasurers will doubtless be necessary in order to provide a complete record. Every effort must be made to supply this information as requested; but if the facts now desired can not be given with accuracy, the nearest possible approximation thereto will necessarily have to answer our present purpose.

GENERAL SUPERINTENDENT.

[No. 40, series 1904.]

MANILA, P. I., *June 20, 1904.*

MEMORANDUM ON TEACHING OF AGRICULTURE.

To meet the growing necessity and demand for agricultural instruction in our schools, the courses of study at present in preparation and which will be shortly issued provide for this teaching in the following manner:

In the intermediate courses (Grades IV, V, and VI) plants of the Philippines are studied in the first year, animals of Malaysia in the second, and human physiology and hygiene in the third; while alternating twice each week is to be given instruction in gardening, elementary agriculture, and work with carpentry tools.

In connection with the agricultural work and extending through the three years, the little book Agriculture for Beginners will be read, and the pupils, under the direction of the teacher, will make experiments in the preparation and fertilization of soils, in watering plants, in studying the destruction of injurious insects, and in planting and raising new garden and staple products.

Among the secondary courses, the three years' course in agriculture, it is believed, will attract a considerable number of pupils. Few, however, for this coming year will be fully prepared to enter upon this course without some additional preparatory instruction in general agriculture, which will hereafter be supplied by the work above outlined for the intermediate course. For the preparation of these students and also for the benefit of adult farmers who may

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care to take up agricultural study, a provisional preparatory year in agriculture may be offered during the school year 1904–5. This year's work will be based upon the text-book Agriculture for Beginners, adapted, so far as is necessary, to the tropical products and conditions found in the Philippines.

The year's work should cover the study of soils, their formation, soil replenishment both by fertilizers and by irrigation; climate, including rainfall, seasonal changes, storms, etc.; plant physiology; agronomy, or the study of tropical crops; plant diseases; injurious insects; beneficial insects and animals; domestic animals, etc.

The work in this course can be considerably assisted by a study of the bulletins of the Bureau of Agriculture. A special bulletin is to be prepared giving account of agricultural work already done in the schools of the Islands, and with suggestive outlines for instruction this coming year.

A useful little book, Hemmenway's How to Make School Gardens, has been ordered and will shortly be distributed.

GENERAL SUPERINTENDENT.

[No. 42, series 1904.]

MANILA, P. I., *July 1, 1904.*

INDUSTRIAL TEACHING.

A standing committee on industrial teaching has been appointed by the General Superintendent for the purpose of assisting in the organization of the industrial work provided by the new course of study in the primary, intermediate, and secondary courses. Pamphlets explaining these different courses of industrial teaching are in process of preparation. They will deal with school gardening, elementary agriculture, housekeeping and sewing for the primary and intermediate courses, with mechanical drawing, carpentry, and iron working in the secondary course. The bulletin on mechanical drawing, and wood and iron working in the secondary course is already in the press. It includes lists of tools and equipment necessary with suggested plans for ships and buildings.

The Philippine School of Arts and Trades will be able to supply blue prints of detailed courses of study, also of various articles of furniture for work of this nature, such as drawing stands, carpenter benches, and cabinets.

In order to arrange these courses of work intelligently it is necessary to secure data regarding existing conditions and the individual needs of each province as well as the ideas of those in the field.

The committee would like to receive samples and photographs of work done by the pupils.

Answers to the following questions are desired:

1. Give names of American teachers who have shown good judgment in regard to industrial work, and state specifically in what lines you consider them capable of teaching it.

2. What are the native industries of your division, and in what particular locality is the best work being done?

3. Give full data as to the amount and value of local manufactures in regard to the maintenance of the people, and also where the finished product is sold.

4. Are many of the houses in your division made of wood? Are the vehicles, furniture, and other articles of wood of local manufacture? If not, where are they made?

5. What local industries should be fostered and augmented by industrial schools, and what new industries would you suggest?

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6. What support can be expected from the province, both material and moral, to further industrial work? The Government will supply a competent teacher as well as tools, instruments, and such material as can not be obtained locally, after the province has furnished land, buildings, and furniture necessary.

7. Are the native teachers capable of doing industrial teaching? If so, state qualifications.

8. What attempts, if any, have been made to teach industrial work? Describe fully when work was started, outfit, and by whom furnished, subject taught, number of pupils instructed, character and quality of work done, and time devoted to it.

9. What class of pupils attend your higher schools? Do you think industrial work will attract pupils?

The General Superintendent expects to secure through this committee, for publication, detailed descriptions of the special industries throughout the Archipelago.

Please distribute and collect and return to this office the inclosed supplementary letters.

GENERAL SUPERINTENDENT.

[No. 43, series 1904.]

MANILA, P. I., *July 1, 1904.*

DIRECTIONS FOR THE SUBMISSION OF OFFICIAL CORRESPONDENCE.

Beginning this date the following regulations for the conduct of business of the offices of the General Superintendent and division superintendents of the Bureau of Education will be effective:

1. All correspondence relating to official business from division superintendents and teachers will be directed to the General Superintendent of Education, Manila, P. I. This applies to business affecting any division of the General Superintendent's office.

2. A circular of required forms for official correspondence is issued together with this circular, for the information of division superintendents, their clerks, and all teachers of this Bureau.

3. Beginning this date the record division of the Bureau of Education will be reorganized and a cross-reference system of filing will be instituted. In order to lighten the work of this branch of the General Superintendent's office, division superintendents and other members of this Bureau are requested to confine the matter of each communication to one single subject.

4. The special attention of division superintendents is invited to the records of the offices of division superintendents, with a view of making these as complete as possible, and to the proper indexing and filing of all official correspondence.

GENERAL SUPERINTENDENT.

[No. 45, series 1904.]

MANILA, P. I., *July 20, 1904.*

PUBLICATIONS.

Your attention is hereby called to the following publications of the Bureau of Education, either already issued or soon to be issued:

1. The Philippine Normal School. (Prospectus for the year 1903–4.)
2. Course of Study in Vocal Music for Vacation Normal Institutes. By Mary E. Gordon-Dunster.

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3. The Philippine School of Arts and Trades. (Prospectus for the year 1903-4.)
4. The Philippine Nautical School. (Prospectus for the year 1903-4.)
5. The Treatment of Smallpox.
6. Industrial Exhibits of Philippine Schools at the Louisiana Purchase Exhibition.
7. Courses of Instruction for the Public Schools of the Philippine Islands.
8. Cursos de Enseñanza para las Escuelas Publicas de las Islas Filipinas. (Spanish translation of Bulletin No. 7.)
9. Philippine Baptismal Names with English Equivalents.
10. Government in the United States. Prepared for use in the Philippine public schools.
11. Courses in Mechanical Drawing, Wood Working, and Iron Working for Provincial Secondary Schools.
12. Advanced courses in the Philippine Normal School.
13. Colonial Governments of European States. Prepared for use in the public schools.
14. Codified School Law of the Philippine Islands, with Regulations of the General Superintendent.
15. American Politics and Parliamentary Law. Explained for Filipino students.
16. Agricultural Teaching in Primary and Intermediate Schools.
17. Ethical Teaching in the Public Schools.
18. Course in Housekeeping for Intermediate Schools.
19. Teaching of Phonics to Filipino Children.
20. Games and Athletic Training in the Public Schools.

Single copies of these can be obtained by writing this office. If they are desired in considerable numbers, they should be requisitioned for on our regular requisition blanks.

Your attention is also called to the inclosed circular of the Executive Bureau in relation to publications for sale at that office.

GENERAL SUPERINTENDENT.

[No. 51, series 1904.]

MANILA, P. I., *August 10, 1904.*

SCHOOL HOLIDAYS.

The following holidays are authorized for the public schools of these Islands:

School holidays which are also legal holidays: New Year's Day, January 1; Washington's Birthday, February 22; Holy Thursday; Good Friday; Decoration Day, May 30; Independence Day, July 4; Occupation Day, August 13; Thanksgiving Day; Christmas, December 25; Rizal Day, December 30.

Second holidays which are not also legal holidays: Epiphany or Three Kings, January 6; Purification of the Blessed Virgin, February 2; Ascension Day, May 1; Corpus Christi; Assumption Day, August 15; All Saints' Day, November 1; patron saint of the pueblo, one day only.

Instruct all teachers to close their schools on the days above listed.

Absences of teachers on any of the above-listed days will not be included by the division superintendents in their monthly reports of absences to this office.

GENERAL SUPERINTENDENT.

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[No. 52, series 1904.]

MANILA, P. I., *August 10, 1904.*

SALARY CHANGES.

Your attention is called to the following changes made in the current appropriation bill relative to the salaries of division superintendents and their clerks.

Superintendents of schools will all be appointed at large and will be assigned to such duty as is directed by the General Superintendent of Education. The same remarks apply to clerks of the school superintendents.

The following places are authorized by the Act of the Commission:

	Per annum.
1 division superintendent	$3,000
3 division superintendents	2,500
6 division superintendents	2,250
5 division superintendents	2,000
8 division superintendents	1,800
8 division superintendents	1,600
6 clerks, class 9	1,200
6 clerks, Class A	900
6 clerks, Class D	600
3 clerks, Class E	540
3 clerks, Class F	480
3 clerks, Class H	360

In addition to the above there are: 1 superintendent of the Philippine Normal School, at $3,000; 1 superintendent of the Philippine School of Arts and Trades, at $2,400.

It will be noticed that the minimum salary for a division superintendent of schools has been raised to $1,600 per annum and that specific salaries are no longer attached to the different school divisions. Hereafter vacancies in any of the high grades will be filled by promotion regardless of the division to which the superintendent may be assigned to duty, and without necessitating a change of divisions.

Your attention is also called to the new schedule of salaries for American teachers:

	Per annum.
3 teachers, class 5	$2,000
8 teachers, class 6	1,800
10 teachers, class 7	1,600
50 teachers, class 8	1,500
80 teachers, class 8	1,400
60 teachers, class 9	1,300
350 teachers, class 9	1,200
50 teachers, class 10	1,100
137 teachers, class 10	1,000
113 teachers, Class A	900

Provision is also made in this new appropriation bill for the payment of the actual and necessary subsistence (not exceeding 3 pesos per diem) of division superintendents while traveling on official business. Such accounts may be hereafter be submitted.

GENERAL SUPERINTENDENT.

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[No. 55, series 1904.]

MANILA, P. I., *August 16, 1904.*

INSTRUCTIONS IN HOUSEKEEPING.

Three years of instruction in housekeeping is prescribed for all girls in the intermediate course. A bulletin covering this work in detail is in preparation, and in order to secure the collaboration of teachers in its preparation, a provisional table of contents and copy of the introduction are included herewith for general information.

A blue print of the model Filipino house is also inclosed. Where carpenter work has already been organized, the necessary furniture for this house should be built by the students in carpentry, and plans for durable and artistic pieces of furniture are being prepared in this office and will shortly be supplied on request of the division superintendents.

It will probably be impossible for the Bureau of Education to assist in the expense of construction of these model houses or of their equipment and these expenses should be provided for by local funds.

GENERAL SUPERINTENDENT.

CONTENTS OF BULLETIN.

I. Introduction.
II. The model Filipino house and its furniture.
III. Notes on drainage and sanitation.
IV. Household pests and their destruction.
V. Care of the house, floors, lamps, beds, furniture, etc.
VI. Simple recipes and menus.
VII. Fruit preserves and jellies.
VIII. The garden; treatment of front yards; flowers and ornamental tress and shrubs; the kitchen garden; mushroom culture.
IX. Sick diet.
X. The sick room and its furnishings.
XI. Care and dressing of infants.

INSTRUCTION IN HOUSEKEEPING IN INTERMEDIATE SCHOOLS.

Introduction.—Regular instruction in housekeeping for all girls in the intermediate course has been prescribed in the courses of instruction published as Bulletin No. 7, of this Bureau. The plan contemplates instruction twice a week for the three years of the intermediate course, as follows:

In the first intermediate year (Grade IV) the young girls will be taught—

(1) The care of a house and its surroundings, cleaning, ventilation and sanitation; use of disinfectants and deodorizers; the destruction of household pests; the care of drains, sinks, and closets.

(2) The tasteful furnishing and arrangement of a house; the sala or living room; the bed chamber; the guest chamber, etc., the use and care of bed linen, washing of linen, soaps, washing powders, ironing, starching, the preparation and care of table linen.

(3) The setting and decoration of a dining table. Sewing should be pursued by the girls, both at school and at their homes, and should have to do largely with the making of bed and table linen, the embroidery of doilies, table mats, and articles for use in the home.

In the second intermediate year (Grade V) the girls will be taught the cooking and serving of meals. The recipes and simple menus to be included in this

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bulletin are planned of materials that usually can be found in the market of any Filipino town. Where addition of foreign materials is made, these are such as, it is believed, can be easily secured by importation and are of such nature as to distinctly benefit the people by improvement of their diet and standard of living.

To carry out this instruction the plan of the Bureau contemplates the erection of a "model Filipino house" in connection with each school, either intermediate or secondary. This house should have a sala, bedroom, kitchen, bath, and closet. It should be suitably finished and equipped with furniture, cooking utensils, china, glassware, and linen. In this building all the practical work should be done. A class of about twelve can be instructed by the teacher at one time. On another page will be found plans and designs for such a building.

Sufficient space should be allowed around the building for an artistic treatment of a small yard at the front and a kitchen garden at the rear; work to be done in connection with the gardening of the boys.

The remaining matter of this bulletin has been supplied by various teachers in this Bureau and in nearly all cases the suggestions have received the test of actual experiment.

GENERAL SUPERINTENDENT.

[No. 56, series 1904.]

MANILA, P. I., *August 17, 1904.*

PLANS FOR BARRIO SCHOOLHOUSES AND GROUNDS.

There is transmitted under separate cover to each division superintendent a suggested plan of barrio schoolhouse and grounds, which has been prepared by the architectural draftsman of this Bureau. The plan contemplates a site of an acre or more on which may be planted trees and shrubs and which may also contain a school garden and ample play ground. It is suggested that the side of the grounds facing the road, upon which the school is located, be planted with one species of trees, while the trees at the sides and rear of the land may be varied in character and be representative or typical of Philippine forestry and also of foreign trees advisable to introduce.

Attention is again invited to a previous circular urging upon division superintendents the advisability, at this time, of having suitable pieces of land deeded as permanent sites for schoolhouses.

There is inclosed with the plan of the barrio school and grounds a blue print of the suggested plan for shops for wood and iron work in provincial high schools, and also a plan for school grounds and buildings for the Rizal Institute, the provincial school of Occidental Negros at Bacolod. This last plan may be of interest as showing a good arrangement of buildings and grounds for a provincial school.

GENERAL SUPERINTENDENT.

[No. 64, series 1904.]

MANILA, P. I., *September 13, 1904.*

ORGANIZATION OF INTERMEDIATE AND SECONDARY SCHOOLS.

1. Nomenclature.—Attention is called to the following system of nomenclature for classes, indicated in Bulletin No. 7 of this Bureau—the bulletin entitled "Courses of Instruction."

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